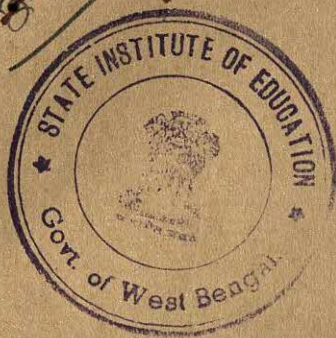
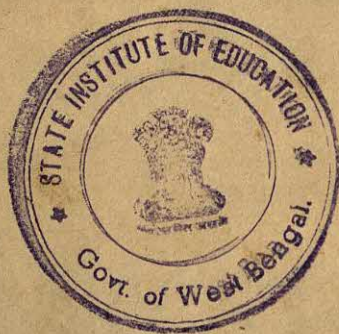


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AN INTRODUCTION TO GUIDANCE

SECOND EDITION



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ALICE

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BROOKLYN COLLEGE

AN INTRODUCTION TO GUIDANCE

BASIC PRINCIPLES AND PRACTICES

SECOND EDITION



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PREFACE

An Introduction to Guidance, second edition, is a basic text which surveys guidance and the adjustment experiences of both younger and older persons in the home and school, and in occupational, social, and civic activities. Various types of problem situations and behavior are presented in order to orient the student to the difficulties of adjustment for differing individuals.

Pertinent areas of discussion include distribution of guidance responsibilities; importance of the guidance point of view in formulating and revising curriculums; organization and implementation of guidance services; guidance in group and individual situations; the procedure of gathering data about a counselee and imparting information to him; and school, home, and community co-operation.

The authors believe that guidance should be regarded as a continuous service, available to anyone who seeks it. Hence, in a series of chapters organized according to age or grade level, the continuing needs of individuals from childhood through adulthood are analyzed and appropriate counseling techniques suggested. Special attention is given to the guidance needs of the physical, mental, emotional, and social deviate.

Each aspect of a person's life is important—home adjustment, job satisfaction, civic responsibilities, and social relationships. Since an individual's experiences in the home and on the job are the most significant factors in his adjustment, problems associated with family living and occupational achievement and their possible solution receive detailed treatment.

Guidance policies and practices are not static. The concluding chapter deals with various methods utilized to evaluate existing guidance programs and suggests probable future trends. A comparative listing of counselor preparation as required by different states, the certification requirements of several states, and various practical guidance aids are presented in the Appendix, as well as a carefully selected bibliography and a film list.

An Introduction to Guidance, second edition, while it is designed primarily as a textbook, will be useful as a survey book for anyone interested in helping others. Men and women who are planning to prepare for careers in guidance

or personnel services will need to continue their studies in specific areas. The book should be especially useful for students in preparation for counseling and for counselors who want a handy reference as they help individuals of any age achieve life adjustment.

The authors wish to express their gratitude to the publishers who granted permission to quote from their publications, in both the first and second edition. They also thank all school personnel who supplied guidance material and approved its use in this book.

LESTER D. CROW

ALICE CROW

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AN INTRODUCTION TO GUIDANCE
SECOND EDITION

1

HISTORICAL PERSPECTIVE

There always have been and will continue to be people with an occasional need for the help of older or more experienced associates in meeting problem situations; nor is it difficult to find someone who is more than willing to respond to requests for such assistance. In fact, every family or community group probably includes at least one person who delights in offering gratuitous advice to his fellows. The "adviser" may be unable to solve his own problems of adjustment, but he considers himself well qualified to direct the behavior of others; to serve as mentor or guide in the conduct of their daily affairs.

GUIDANCE AS AN EDUCATIONAL CONCEPT

Too often informal advice, given without a clear understanding of the problem involved, is likely to be not only ineffectual but harmful and misleading. During the past decade the term *guidance* has become increasingly popular among laymen and school people. It is one of the most recent catchwords to stir the imagination of men and women eager to improve human welfare.

Popularity of educational slogans Current public interest in guidance is not something entirely new. The first half of the present century was noteworthy for its extensive and intensive research into human development and effective learning. As educators attempted to apply research findings to school situations, certain basic concepts came to be expressed in catchwords or phrases: "education of the whole child," "homogeneity of grouping," "community school," "learning by doing," "project method," "core curriculum," "social promotion," "areas of living," "broad fields," and so on. Present emphasis seems to be given especially to "education for world co-operation," and "guidance and personnel service."

Each of these slogans, in turn, has been accepted enthusiastically by the lay

public, and even by some superficial thinkers among professional leaders, as representing the one "best" educational approach to the achievement of good individual and group adjustment. Unfortunately, these catch phrases may be recited glibly by persons who have little understanding of their full meaning. Neither do the less well informed recognize that the complexity of human nature and existing chaotic conditions in world affairs make it necessary for education itself to be a complex, many-sided process. Basic to all successful learning is the application, in perhaps modified form, of all or most of the concepts that may appear to have been discovered suddenly and singly.

Guidance needs in a changing society New interpretations of our way of life have resulted in changes. The concept of society as an organized group of individuals bound together by similarity of interests and activities is enlarging not only geographically but also ideologically. Traditional mores and customs are breaking down.

Yet newer concepts of human interrelationships are still in a state of flux. Today more than ever before, every man, woman, and child is expected to utilize his abilities and experiences for the benefit of others, as well as for his own advancement. Any philosophy of life that sets an individual against the group or that permits him to disregard the welfare of his fellows is becoming increasingly untenable. The newer concept of society is that of a group wherein no one should have rights or privileges that he has not earned or that are denied to any other worthy member of a world fellowship.

The realization of so broad a goal of world democracy cannot be achieved entirely through the efforts of world leaders. More and more, people—no matter how narrow and limited their sphere of experience—are beginning to recognize their personal responsibility for effecting desirable social changes. Unfortunately, however, some individuals still seem unable or unwilling to accept this responsibility.

The climactic conditions growing out of world unrest affect practically every phase of human experience. Adjustment to or improvement of the many current challenging situations is in part an individual responsibility which can be met by some people with a minimum of outside assistance. For others, effective counseling services should be available to prevent their becoming the victims of social, economic, and political changes.

CHANGING ATTITUDES TOWARD CHILDREN

During primitive times, the education of a child represented no more than the simple, practical application of "guidance" by parents in the home and by tribal leaders in the community. Through precept and example, the child gradually learned to understand his status and to accept his responsibility for

the welfare of his relatively small, closely knit community. With the increasing size of communal groups and the rise of nationalism, the position of the child changed. Yet, except for a selected few, children received scarcely any schooling. In the home, either they were rigidly disciplined or their childhood interests were ignored.

The beginnings of formal schooling Even when rudimentary education came to be accepted as a responsibility of the Church and then of the State, "schooling" consisted of little more than the "hearing of lessons" that had been learned by rote. Children's developmental needs and their learning differences were not recognized. During the Renaissance and Reformation periods in Europe, a little progress was made toward organizing schools as "elementary" and "secondary," and there were sporadic attempts to give some education to children regardless of their social and economic status. In general, however, rudimentary schooling continued to be a dull, drab, ineffectual experience.

Development of interest in child welfare Much present-day educational theory and practice is rooted in sixteenth-century beginnings of *empiricism* (the doctrine that all knowledge is derived from experience through the senses) and seventeenth-century realism (the doctrine that universals or abstract concepts have objective existence). The educational implications of these doctrines served as basic background for the theories of human adaptation and learning propounded by later education-minded philosophers. Among the men from whose contributions have emerged significant educational and guidance trends are Rousseau, Pestalozzi, Froebel, and Dewey.

Jean Jacques Rousseau (1712-1778) The assumption of John Locke (1632-1704) that human nature represents the effects of continuing environmental influences upon an organism which at birth is unformed and pliable was carried a step further by Rousseau. Believing that the child is inherently good at birth, Rousseau contended that the growing individual can learn best when he is free to develop according to his natural impulses. His theory placed emphasis on the educational implications of *growth, freedom, interest, and activity*. Rousseau's writings represent the beginnings of certain twentieth-century concepts in education, such as permissiveness in learning, interest as a learning motivator, and "learning through doing." In his book *Emile*, Rousseau described in detail the ways in which the child's learning should be guided from day to day.

Johann Pestalozzi (1746-1827) Pestalozzi held that society can be reformed only to the extent that an individual (even though he belongs to an underprivileged group) is *helped to help himself* develop morally, physically, and intellectually. The schools for poor children which he established in Switzer-

land were conducted with gentleness and sympathy. Pestalozzi emphasized the child's need for a sound family life and mild discipline. He insisted that teachers should study the nature of a child in order to guide his learning effectively.

Friedrich Froebel (1702–1852) Froebel was one of the first proponents of the application of the guidance concept (in its broadest connotation) to the rearing of the young child. At first, he was a teaching associate of Pestalozzi; later he organized his own schools in Switzerland and Germany. Froebel stressed the idea that there are no divisions between spirit and nature or between the individual and society. He held that the realization of God's will in human nature can be achieved through the young child's education which, in the form of free, playful activity, should begin at the age of three or four in the *kindergarten* (a garden in which the child grows).

Froebel's work with young children exercised a tremendous influence on American education. The significance of an individual's early childhood years and the dynamic nature of a young child's activities were recognized by an increasing number of nineteenth-century educators and parents. Some attention was given also to Froebel's emphasis on the value to the child of object-manipulation, freedom of activity, exploration, self-expression, and child-group interaction. School procedures continued to be relatively rigid and formal, however. It was not until the present century that the concept of the "book-centered" school gave way to the concept of "child-centered" learning initiated by Froebel.

John Dewey (1859–1952) In education as in other areas of human activity, change in ideology usually is a gradual process. It was not until John Dewey crystalized in his writings the educational ideology of men like Rousseau, Pestalozzi, and Froebel that school leaders began a definite appraisal of educational theory and practice. Dewey's philosophy, exemplified in the experimental elementary school started at the University of Chicago in 1896, stimulated educators to move away from nineteenth-century religious, disciplinary, and informational aims.

The important modifications in American education were encouraged by significant psychological and sociological trends, which had their beginnings in the 1890's. The psychologist G. Stanley Hall (1844–1924) carried on extensive research in human development, especially that during the adolescent years. Hall's work led many twentieth-century psychologists to concentrate on the study of child development and the learning process.

At the same time, Dewey, recognizing that many social changes had taken place in nineteenth-century American society, recommended in *School and Society* (1899) that teachers not only try to understand the nature of the child but also take into consideration the social relationships of the individual with other human beings.

The modern interpretation of guidance cannot be found in pre-twentieth-century educational literature. It is true that the concept is closely related to emphases placed by earlier philosophers on the need to understand the child in order to lead him into the paths of righteousness and to help him achieve good personal and social development. Guidance as we interpret the term is a twentieth-century contribution to education.

THE BASES OF PRESENT GUIDANCE APPROACHES

Many early attempts at helping individuals discover their potentialities, analyze their personalities, or predict their future life experiences were crude and based on superstitions. More recent guidance practices are based on research in the natural and social sciences.

Pseudoscientific guidance approaches Nonscientific "prediction" took many different forms: numerology, astrology, graphology, palmistry, phrenology, physiognomy, occultism, spiritualism, dream-interpretation, "fortunetelling" by means of tea leaves, coffee grounds, and playing cards, and the application of one or another superstition peculiar to the traditions of a people. Some of these techniques still exert considerable influence on the behavior of many young people and adults. The lure of the unknown or of the nonunderstood tempts thousands to spend time and money with little or no return in improved self-understanding or problem-solving.

Dream analysis has received considerable attention from people in all walks of life. The more credulous still consult "dream books," which assign specific meanings to the content of dreams. For others the works of Brill and his associates in dream analysis offer a fruitful field for probing into the lowest depths of the subconscious and uncovering hidden urges and desires, usually associated with the sex life, which need to be repressed during one's waking hours. Unfortunately for these enthusiasts, too often a dream has its source simply in an undigested dinner or crumpled bed clothes!

The fact that many people are still adherents of these pseudoscientific practices indicates their great need for help. Such individuals seem to be groping blindly for a means of building personal morale or developing self-realization.

Changing concepts of psychology Guidance is an outgrowth of various movements dealing with patterns of human life. Early psychologists, imbued with the philosophic point of view, were prone to accept one or another philosophy of life which they then attempted to apply to what seemed to be life experiences. They discovered that human behavior does not always follow philosophically determined patterns. Hence psychologists embarked on a series of research studies, investigations, and experiments to discover what causes human beings to think and act as they do.

Among the psychological principles evolved, the following are basic to an understanding of the functions of guidance:

1. Physically, mentally, emotionally, and socially an individual may develop at different rates, achieving mature status in these several phases of his development by different steps, at different times, and to differing degrees.
2. Members of the human family share elements of likeness in their general pattern of development; but factors of biological inheritance and social heritage combine to bring about individual differences which must be taken into consideration when we are dealing with any group of persons.
3. The principles of learning that have evolved from much study and experimentation in the field have been of service in helping us appreciate the value of practice in learning, the place of motivation in arousing interest, and the extent to which satisfaction or annoyance with the learning process affects learning success.
4. Through the combined efforts of psychologists and educators, significant advances have been made during the twentieth century in the construction of techniques for personality evaluation. Consequently, an important aspect of guidance has become the utilization of standardized tests of physical status, mental ability, and specific aptitude; interest inventories; achievement scales; prognostic and diagnostic techniques; behavior scales; and other means of evaluating emotional and social status.

Industrial and scientific progress The invention of machinery and the rapid increase of industrialism have led to a degree of occupational specialization unheard of in earlier times. Increased production, distribution, and consumption of goods have increased the number of special jobs to be performed; they also have led to the development of many other forms of service occupations to meet the complexities of urban life and to provide for the leisure-time activities of workers.

The rapid strides made by researchers in various fields of science have almost completely revolutionized modern living. The discovery of atomic energy, its uses in warfare, and its application to peacetime activity, require carefully selected and thoroughly trained workers. Furthermore, an American youth no longer can be expected to limit his interests and activities to the community in which he was born and reared since many opportunities are becoming available to him in other lands. These can so stimulate his spirit of adventure that he needs intelligent guidance toward the attainment of effective life goals.

Changing educational objectives Twentieth-century educational emphasis on the learner rather than the materials to be learned has done much to further interest in guidance. Schools on every level evidence an interest in all phases

of the individual's development. Formulated objectives of education exemplify this trend.

In 1918, the Commission on Secondary Education of the National Education Association of the United States (NEA) recommended that the goal of educational theory and practice be to provide adequate means for helping young people meet life needs in the following areas:

1. Health
2. Command of fundamental processes
3. Worthy home membership
4. Vocations
5. Civic education
6. Worthy use of leisure
7. Ethical character

These *seven cardinal principles of education* have influenced teaching and learning at all levels. What should be included in the curriculum, how teaching methods should be adapted, and the kind and amount of guidance required to achieve these aims have varied with changing interpretations of what constitutes standards of attitude and behavior in each of these seven areas.

The cardinal principles are basic to later formulations of educational objectives. For example, in 1938, the Educational Policies Commission of the NEA offered the following four general objectives:

1. The Objective of Self-Realization
2. The Objective of Human Relationship
3. The Objective of Economic Efficiency
4. The Objective of Civic Responsibility

Other formulated statements of educational aims or objectives similar to those cited emphasize the practical function of education as experience in adjustment. As our civilization becomes increasingly complex and as new personal and social adjustment needs arise, additions to or modifications of existing educational objectives evolve.

Improved methods of communication and travel, as well as increased interdependence among the peoples of the world, necessitate the formulation and implementation of still another educational goal. Educators have begun to study intensively and at firsthand the living conditions, economy, beliefs, customs, and attitudes of the peoples of Europe, the Middle East, Asia, and Africa. As a result of their findings, these men are convinced that American education, without neglecting study in mathematics, science, and other fundamental curriculum areas, must (1) give attention to life problems throughout the world, (2) develop the ability to communicate with other peoples in their own language, (3) achieve skill in working with these peoples, and (4) interpret to them the democratic way of life.

Until recently, school programs of guidance or advisement were organized loosely, if at all, and were associated with education on the secondary-school level. In most colleges, a member of the faculty held the title of dean. The duties of the dean (who usually had no special training) dealt mainly with disciplining and administrative details. On the lower-school level, the administrative officers and teachers shared the responsibility for meeting any of the needs of pupils, which supposedly were limited to mastering educational fundamentals and behaving. Failure to achieve adequately in learning or a display of misbehavior was interpreted as pupil nonco-operation. Children who required disciplining were "handled" by the principal, who was likely to employ punitive measures. The preventive aspect of guidance was not yet recognized by many elementary-school staffs or by school-system administrators.

Personal guidance Various conditions inherent in twentieth-century life represent maladjustive factors, causing community leaders to become concerned about the personal welfare of children and adults. The mental hygiene movement and a few child guidance clinics resulted.

Influence of mental hygiene The emotionally disturbing experiences of soldiers during World War I and Clifford Beers' experiences in a hospital for the mentally ill gave impetus to the mental hygiene movement. A new emphasis on the prevention of serious emotional disturbances and the preservation of emotional stability, and a greater understanding of mental illness had a significant effect upon guidance. Although the plight of the maladjusted individual receives considerable attention from specialists, guidance programs are aimed at providing counseling services to help in the achievement and maintenance of emotional balance and behavior adjustment.

Child-guidance clinics From a small clinic established in Chicago for the purpose of studying and applying therapies to young people who gave evidence of serious maladjustment, the Illinois Institute of Juvenile Research was developed. At present, child-guidance, psychological, and educational clinics serve children, adolescents, and adults in practically every large city in the country and in some smaller communities. Unfortunately, the incidence of emotional disturbance and mental illness is so great in our modern complex society that available clinic facilities are woefully inadequate to meet the demand for their services.

Emphasis on specific areas of guidance During the early development of the guidance movement, writers in the field presented long and detailed methods of dividing guidance activities into three separate categories: educational, vocational, and personal. Such a division is not practical: it is almost impossible to separate these three areas. Moreover, each of the categories is complex.

Many inherited potentialities and experiential influences require careful analysis and synthesis if the individual is to benefit from the guidance he seeks.

QUESTIONS AND TOPICS FOR DISCUSSION

1. List five maladjustive factors that are inherent in present-day economic life. Do the same for existing social conditions.
2. To what extent have you been affected by existing world disturbances?
3. Discuss the extent to which public attitudes toward individual rights and responsibilities have changed during the past twenty-five years.
4. Compare yourself when you were about eight years old with yourself at sixteen from the point of view of dependence or independence of attitude. What changes do you find?
5. To whom did you go for help when you were an adolescent? Why?
6. Explain what is meant by referring to the term *guidance* as a "catch-word."
7. Trace the historical development of interest in child welfare.
8. Show specifically how education and guidance serve similar purposes and how they differ in purpose.
9. How well do you know yourself? Write a brief personality sketch of yourself, including your more or less habitual attitudes and behavior patterns.
10. If you needed help in solving a personal problem, to whom would you go? Why?
11. List the factors that influenced you in your decision to enter the school you now are attending. To what extent were you helped by others to arrive at your decision?
12. What are the advantages and the disadvantages of informal guidance?
13. Select a problem related to *each* of the three respective categories of guidance: educational, vocational, personal. Show specifically the extent to which a problem in one area crosses over into the other two areas.

2

THE GUIDANCE CONCEPT

The basic function of guidance is, of course, to help individuals who need or seek assistance in the meeting of problem situations. The kind and amount of help provided by individuals or groups depend upon their understanding of the guidance concept.

THE BREADTH AND DEPTH OF THE GUIDANCE CONCEPT

The term *guidance* represents a concept that is neither simple nor easily understood. The complexity of human nature, developmental differences even among offspring of the same parents, personal and social problems associated with changing environmental conditions and cultural mores—all require that many and various guidance approaches be utilized.

Guidance is a process. As such, it defies exact definition. A former student of the authors, now a full-time school guidance counselor, was asked to define guidance. Her reply was, "What is guidance? To me it's a twenty-four-hour job!" Indeed, for anyone who sincerely desires to meet his guidance responsibilities, the challenge of offering effective guidance services is broad and deep.

The need for guidance Life problems are becoming more and more complex. Traditional mores and personal convictions concerning rightness and wrongness of attitude and behavior are breaking down. The black-and-white analyses of our Puritan ancestors in matters dealing with human relations are fast giving way to neutral grays. No longer are we able to affirm, unchallenged, that one mode of conduct is completely right and another wrong. Nor are thinking people willing to assert didactically that any person must necessarily behave in the future in a manner similar to his past or present behavior.

Many diverse factors inherent within our home, school, and social and occupational activities and relationships pull us in different directions. We often find ourselves in such a state of confusion or bewilderment that it is difficult to

steer unaided the course of our conduct toward ends which will be satisfying to ourselves and to those about us. Too often the recognized need for advice or guidance leads us to become the victims of those who set themselves up as authorities in areas of guidance for which they have little or no capacity beyond the power to speak convincingly in a "patter" of glittering generalities. These generalities may satisfy the listener for the moment, but they do little toward building within him the power to face reality courageously or to gain strength to meet the problems which arise in his life.

According to a statement prepared recently by a representative group of Virginia educators, guidance is necessary in meeting the NEED:

For each person to find a place in which he enjoys personal happiness
To develop a sensitivity for moral and spiritual values
To be recognized and respected as an individual
For each person to feel that he is making a contribution to any group of which he is a part
To understand himself, his abilities, his limitations, and his potentialities
For the opportunity to develop and use his abilities and experiences
For warmth, affection, and understanding
To develop resourcefulness and self-direction in adapting to changes in society.¹

These statements are based on the belief that "each person is an individual in his own right and has within him the power for change and development. He has capabilities for making desirable choices that will lead to continuing adjustment."²

An individual's experiencing of an *actual* guidance need may or may not be accompanied by a desire to seek help in a problem situation. People vary in the extent to which they are able to exercise independent judgment in the management of their affairs. Some persons who consider themselves self-sufficient could profit from assistance which is available but about which they do not know or which they will not accept. There is another type of person, who appears to be unable or unwilling to think for himself, to plan his own activities, or to discover for himself the information he needs. A person of this kind tends to transfer his "burdens" to the shoulders of other members of his family or of acquaintances. Unfortunately, coupled with this person's attitude of indecisiveness and dependence there may be a tendency to criticize adversely the assistance offered him by the one from whom he has sought help.

In a recent annual report to the Superintendent of Schools, the Director of the Department on Guidance and Placement in Medford, Massachusetts, said:

The objectives of the guidance and counseling program are to provide services which will meet certain needs in the growth and development of young people, namely:

¹ *Guidance in the Elementary School*, Vol. 36, No. 5, December, 1953. Commonwealth of Virginia, Richmond, Va. pp. 3-4.

² *Ibid.*, p. 4.

1. Personal development and adjustment.

Self-understanding: the discovery of potentialities, special aptitudes, and interests.

Recognition and development of favorable attitudes and habits, and the elimination of undesirable traits.

Self-direction.

2. Educational progress and adjustment.

Selection of appropriate courses in line with individual needs, interests, abilities, and circumstances.

Choice of the right type of advanced training, college or otherwise.

3. Occupational development and adjustment.

Information on occupational opportunities and trends.

Knowledge of occupational fields toward which individual aptitudes and interests may best be directed.

Help in finding suitable employment.

4. Follow-up after leaving school.

Research with respect to needs of pupils and the effectiveness of the secondary school curriculum.

Evaluation of the guidance program.

The fulfillment of the basic needs as given above for which guidance has assumed the major responsibility will help greatly to meet our present-day situation without damaging freedom of choice.

As you read this list of the basic needs of young people with some insight into the possible guidance implications of even one area of needs, such as personal development and adjustment, you may be overwhelmed by the magnitude of the task that awaits the man or woman who is in the process of preparing to assume guidance responsibilities.

You undoubtedly remember the adage that Rome was not built in a day. There probably is no field of service to which this applies more forcibly than that of guidance. As we discuss the meaning and function of guidance and the practical application of guidance principles, you will come not only to recognize the many guidance approaches that must be utilized to help young and older people meet their life needs, but (we hope) also to experience the personal satisfaction of giving whatever effective assistance you can.

The meaning of guidance When we stress the fact that everyone, at one time or another, may be in need of guidance, we must be sure that we understand thoroughly just what it is that he needs and should have made available for his use. Guidance is *not* giving directions. It is *not* the imposition of one person's point of view upon another person. It is *not* making decisions for an individual which he should make for himself. It is *not* carrying the burdens of another's life. Rather, *guidance is assistance made available by personally qualified and adequately trained men or women to an individual of any age to help him manage his own life activities, develop his own points of view, make his own decisions, and carry his own burdens.*

Shirley Hamrin's definition of guidance as "helping John to see through himself in order that he may see himself through"³ is a simple and practical but challenging concept of guidance. This statement represents much more than a facile arrangement of words. To help John or Mary or any other child, adolescent, or adult to see through himself may be a difficult task. Once the guidance worker has led an individual to see the extent of his guidance needs, any further help given him in solving his difficulties or problems requires patience, understanding, and experience combined with training, if the individual is to receive the kind and amount of assistance that will bring about desirable adjustment.

Whenever a person is aided directly or indirectly by another person in gaining in knowledge, emotional fitness, mental acuity or stability, social and civic adjustment, or occupational efficiency and job satisfaction, guidance of one kind or another is functioning. It will be noted that guidance, thus conceived, increases the individual's power to think and perform. It should not be considered an activity having for its purpose the lessening of an individual's ability to act independently or to follow his own initiative.

Guidance is operating whenever a child, adolescent, or adult is helped in any way by another person or persons to come to a decision, improve his behavior, or change his attitude concerning people or things. For example, one day, after the regular school session had ended, a high-school sophomore was helping her mathematics teacher water some plants. While the two were busy at their task, the instructor remarked that the girl would "make a good teacher of mathematics." This statement seemed to the fifteen-year-old girl to be a great compliment and she remembered it. Later, other factors caused her to decide upon teaching as a career. The faith expressed by this much-admired teacher had its share in strengthening the girl's purpose, even though the area of teaching eventually decided upon was not mathematics.

Adults are constantly guiding the life of a young person, either by precept or by example. This is accomplished many times without specific purpose or even awareness on the part of the person who is responsible for the guidance. The young person who has benefited from his association with a fine adult, who has imitated his behavior, or who has been influenced by his words may be equally unaware of the eventual effect upon him of what he has observed or heard.

THE FUNCTIONAL ASPECTS OF GUIDANCE

As now interpreted, guidance touches every aspect of an individual's personality—physical, mental, emotional, and social. It is concerned with all of an individual's attitudes and behavior patterns. It seeks to help the individual

³ Shirley A. Hamrin, *Guidance Talks to Teachers*, p. 12. McKnight & McKnight Publishing Co., Bloomington, Ill., 1947.

integrate all his activities, using his basic potentialities and environmental opportunities. In any one situation, guidance services may be aimed at helping a person achieve adjustment in a particular area of activity, such as curriculum adjustment. The emphasis then will be placed on educational guidance. A satisfactory adjustment of the study program, however, necessitates consideration of other factors which may include all or many of the following: the pupil's health, his intellectual capacity, his attitude toward study in general or toward one area of learning, his industry, the amount of time that he can or will devote to studying, his post-graduate plans, and the kind and extent of parental co-operation.

The function of guidance in education Some of the earlier writers in the field tended to view guidance broadly as synonymous with education. Others attempted to divorce the concept of guidance almost completely from that of education. In the early 1950's, a compromise position was taken by the Guidance Committee of Salt Lake City (Utah) schools. This point of view was expressed in "A Guidance Program for Salt Lake City Schools" as follows:

In a real sense, guidance pervades all of education. It expresses the concern of the school for individualizing the educational program. This means that it is every teacher's responsibility to understand the interests, abilities, and feelings of every child and to adapt the educational program to meet those needs.

In another sense, guidance is a series of special services. These include activities which make the school program effective in meeting the needs of each child. Among these are plans for

1. discovering the real needs and problems of students
2. using information collected about students to adjust instruction to meet individual needs
3. developing among teachers a greater understanding of child growth and development
4. providing such specialized services as orientation, individual inventory, counseling, occupational information, group guidance, placement, follow-up of graduates and drop-outs
5. conducting research which evaluates the success of the program

Although the guidance point of view touches every aspect of school activity, the fact should be stressed that education and guidance differ in purpose and process. Education, interpreted either as *process* or *product*, is an *individual* matter. The child, adolescent, or adult himself must make the changes within himself which he recognizes to be desirable. The function of the teacher can be no more than to make available to the learner opportunities of value to him in his self-education. He needs to be stimulated to want to learn, to be helped to discover what things he should learn, and to be encouraged to progress satisfactorily in his learning. The educational process takes place within the individual, and educational products are evidenced in his behavior.

What then is the relation of guidance to education? Guidance constitutes those factors *outside* the individual that are made available to him in his search for self-development. In its broadest connotation, guidance can be regarded as a form of education. In its more specific interpretation, it includes all those techniques of counseling and all those bodies of information that can help the individual help himself.

It should be remembered, also, that young people receive much informal guidance from their elders. Because of their close relationship with the growing child, parents and teachers exert a significant influence on his attitudes and behavior. How often one hears a girl say that her mother did so and so and that is why she does it. A man may remark that his father used to say this or that, and what his father said is good enough for him. The reader can check this attitude by recalling some of his teachers. What is remembered? Is it primarily the material taught or is it rather certain attitudes or modes of behavior that impressed and perhaps unconsciously affected their pupils' attitudes or behavior either temporarily or permanently?

This kind of guidance is constantly in action. Hence whatever kind of persons we want our young people to become, we ourselves must be. The parent who tells lies in the presence of the child cannot admonish the child to be truthful. The teacher in charge of a study hall who engages in conversation with a fellow teacher does not dare ask pupils to refrain from talking so as not to annoy others who are studying. It is imperative that all of us recognize this general concept of guidance and that we be ever on the alert to have our actions serve as worthy guides.

Identification of basic guidance goals In an attempt to achieve a tenable point of view concerning the various aspects of the guidance concept, one difficulty encountered is that of clear terminology. The expansion or modification of guidance functions has been accompanied by semantic changes that can be extremely confusing. For example, certain pairs of terms, such as *guidance* and *counseling*, *guidance worker* and *guidance counselor*, *guidance services* and *personnel services*, or *guidance* and *personnel services*, too often are used indiscriminately as identifying the same functional aspects of the guidance concept.

The terms *pupil personnel*, *personnel work*, *pupil personnel worker* and *personnel services* are finding their way into the literature of guidance. Apparently the term *personnel work* originated in industry to describe administrative activities aimed at better management-worker relations and improved utilization of industrial manpower. The term *student personnel work* came to be used on the college level to identify administrative management of student life. Later, lower-school administrators employed the term *pupil personnel* in much the same way as it is used in industry and on the college level.

The present trend is to broaden the concept of personnel work or personnel services to include everything done to help young people in school and work-

ers on the job gain maximum development of their potentialities. There is difference of opinion, however, concerning the relationship that should exist between guidance and pupil personnel services. According to some authorities guidance represents an important phase or category of an over-all program of pupil personnel services. From the point of view of others, the relationship is reversed.

According to a report, prepared by Wiley S. Garrett and Walter G. Sites and published by the Department of Pupil Personnel Services of the Warren (Ohio) City Schools, pupil personnel services had developed there because of the need for their basic contribution to the well-being of each pupil. The Department offers the following services: school health, psychological, guidance-counseling, attendance, speech and hearing, school social work, and help to the handicapped.

The report states:

However, we consider personnel services to be one phase of the 'Guidance Team'. . . . Guidance is the outgrowth of a philosophy of education that every child in a school system should have an opportunity for full growth and development in order to achieve his greatest potential. . . .

We consider the guidance function, therefore, as consisting of two integral phases, (1) the guidance concept of teaching, (2) pupil personnel services available to give assistance to the teacher, the school, and the pupils and parents to aid in the implementation of the educational program. An effective child-centered program of education cannot be accomplished without both phases of guidance, each supplementing the other; neither can function effectively without the other.

GUIDANCE AS A CONTINUOUS PROCESS

The rapid and widespread development and application of the guidance concept during the past fifty years have given rise to many questions and various controversial issues.

Present status of guidance The guidance movement is still in its infancy. Attitudes toward guidance differ from community to community. In some schools and school systems, one can find highly organized and more or less smoothly functioning guidance programs. In others, guidance services as such are not available, except as informal advice or guidance carried on in the classroom.

However, few school and community leaders today fail to recognize the value of some form of guidance service for both young people and adults. The present movement, having its roots in sociological, psychological, and economic changes, has come to stay. Guidance programs are being organized in an increasing number of schools and school systems, though their number is pitifully small compared with pupil need for guidance.

Well-organized guidance costs money which is not yet available and there is still a lack of trained guidance personnel. Too many school administrators have not yet recognized their responsibilities in this matter. Many are beginning to evaluate existing guidance approaches, however. Modifications and expansions of existing programs are taking place. The attitude seems to be growing that it is only as we move slowly and carefully that we can hope to guide rather than misguide.

Some pertinent questions Educators as well as community leaders are asking such questions as these:

How early in an individual's life can he be expected to need guidance?

At what age is guidance no longer needed?

Should the offering of guidance services be limited to young people who have serious adjustment problems?

Does a person need guidance only during critical periods of his life?

What is the ultimate goal of guidance?

When and how can this goal be reached?

These and similar questions deserve more than answers based on snap judgments: they require thoughtful consideration. They cannot be answered in broad generalizations. Guidance workers are attempting to help persons whose personality patterns differ greatly from one another. The life experiences of no two persons are the same, especially in our present rapidly changing society. Hence guidance approaches that appear to be effective in helping one person may be ineffective in dealing with another.

Controversial issues Several trends in guidance are giving rise to controversy among the leaders of different schools of thought. One such issue deals with the question of whether, for most young people, guidance should take a direct or an indirect approach. Although this issue will be discussed more fully in later chapters, we shall attempt to clarify its import by way of illustration.

A certain junior-high-school pupil was a bright, well-adjusted lad who was popular among his teachers and fellow schoolmates. One day during a recitation period, he was called to the office of his grade counselor, who queried him about his problems. Although the boy claimed that he had no problems, she insisted that everyone has problems and that she wanted to help him solve his. When the boy returned to his classroom after this unsatisfactory interview, he commented to his teacher that his "problem" probably was that he did not have any problems!

In contrast to this boy's experience is that of an equally fine girl who as a college student was asked about the guidance program of the high school from which she had been graduated. Her answer: "We didn't have a guidance program, but everyone, including the Dean, always was very friendly and helpful." As a matter of fact, the guidance program in this school was so well organized

and functioned so smoothly that most of the students were unaware that they were receiving a great deal of carefully planned guidance.

Another somewhat controversial matter is the effect on an individual of having guidance services constantly available for him. One group claims that continued guidance weakens one's power to manage his own affairs. The ultimate goal of guidance should be to help a young person develop sufficient self-direction so that, as an adult, he will need little or no assistance from the outside in the solution of any problems. A somewhat different point of view is reflected in the belief that throughout their life-span many if not all individuals are likely to need some kind of guidance.

The continuity of guidance These two apparently opposing points of view probably are not so far apart as they seem to be. Recently, B. L. Shepherd, Assistant Superintendent for Pupil Personnel and Special Services in Tulsa, Oklahoma, stated that (1) the *immediate* objective in guidance is to help each pupil meet and solve his problems as they arise, and (2) the *ultimate* objective of all guidance is *self-guidance*.

There can be no quarrel with the statement that guidance can have both an immediate and a long-range goal. Reference was made earlier to the value of preventive guidance during early childhood years. Later in the book, considerable attention is given to guidance as a continuous process, one which functions for the benefit of individuals from their very early childhood through old age.

Attitudes of dependence or independence usually result from experiences that begin in early childhood and continue throughout life. The extent to which an individual is able to maintain a balance between overindependence and too great dependence is closely related to the kind of guidance he receives, especially during the formative years. Too great overprotection during childhood and early adolescence or overemphasis during those years upon individual responsibility for one's behavior is likely to result in the development of attitudes and forms of behavior which will interfere with one's later assuming adult responsibilities or with good mental and emotional adjustment.

Not only do growing boys and girls need to be helped to meet their growing-up experiences satisfactorily, but they also should be led to realize that no matter how well a person is adjusted to the challenges of childhood and adolescence, he is likely to be confronted as an adult of any age with problems which may be beyond his power to meet successfully. In such situations, he should know where he can go for help, be willing to utilize the resources available, and learn to solve his problems in the light of his own best judgment after he has had the suggestions of those who, through training and experience, are qualified to interpret the situation.

In an increasing number of communities, attempts are being made to provide some guidance assistance for both young and older persons. Actually, however, little has been done to establish and implement programs which would make for continuity of guidance. In 1956, at a guidance conference held

at Brooklyn College, Dr. Morris Krugman, in charge of Educational and Vocational Guidance in the New York City School System, presented an excellent summary of the present situation. Some of his comments, quoted with permission, follow:

I know of no concept of guidance on which there would be less disagreement than the subject of this meeting: 'Guidance, A Continuous Process.' It has become a cliché. And yet I know of no concept in guidance that is more honored in the breach. The guidance programs that live up to this generally accepted principle are, in fact, so few that they are often singled out as unique.

Why should this be so? Why is a principle that is so widely accepted, so thoroughly ignored in practice? There are probably many reasons, most of which can only be surmised. For one, the concept is glibly mouthed without full understanding—it sounds good, and there seems to be no reason to oppose it. For another, there is the well-known lag between theory and practice. The social lag is often given as fifty years. Since the guidance movement is about fifty years old, we may be getting ready for some changes. Life begins at fifty, in this case.

There are more compelling reasons, however. In spite of all of our talk, guidance still is largely vocational in the minds of too many. Not that vocational guidance is not important. On the contrary, it is much more important today than it ever was, but not in the old sense of square pegs and square holes. Yet, only the other day, at a meeting of counselors, I heard an eminent expert on manpower problems say in effect that the efforts to broaden guidance concepts were deplorable; only vocational guidance (in the old sense) was the business of the guidance worker and this, in spite of the well-known fact that more vocational failures occur because of personality problems than because of the inability to do the job. If narrow vocational guidance is the only job for the counselor, then there is no need to start the guidance process early.

The time to do guidance is the time when the boy or girl is ready for a job or a career, it is argued. In our city, where I believe we are ahead of most communities in the elementary school guidance program, we had a very difficult time only five years ago, conveying the concept of elementary school guidance. "After all," it was argued, "these young children are not yet ready for a job, a career, or higher education, and therefore do not require guidance help." I can report that this point of view is not as prevalent in this city today as it was only a few short years ago.

A major factor in failure to live up to the principle of the continuing guidance process is the very mundane one—money. In no large city in the country, to my knowledge, is there sufficient staff to do even the pure, unadulterated educational and vocational guidance in the junior and senior high school. Every city in the country, as far as I know, gives this program priority, and this is true of smaller communities as well. Budgetary allotments go first for the provision of minimal or token services at this level, and then to the improvement of the counselor-pupil ratio at the same level. Little, if anything, remains for developmental guidance, for work with young children, for preventive guidance, for work with early school leavers, and for other aspects of the continuing guidance process.

The picture, however, is not all black. We begin to see stirrings all over the country in broadened concepts; in elementary school guidance programs; in dynamic approaches to group guidance; in improved training facilities and improved standards of operation; in out-of-school guidance centers for those who have left school; and

even in geriatrics. Cynics poke fun at us by referring to guidance from cradle to grave, or from womb to tomb, but the community pressures to render more and more guidance service to younger children and to young adults, as well as to adolescents who, traditionally, were the only ones to receive school guidance services when any service was available, continue to increase.

At a later similar conference, in 1959, Dr. Krugman reported that:

Today, the total full-time guidance positions, exclusive of high schools, is 315, and in the high schools there are another 400. The latter, however, are generally not full-time positions, but are distributed among approximately 1,200 teachers. Thus, there are 715 guidance positions in the New York City schools, but the number of persons involved comes to more than 1,500.

There are two guidance directors—one for educational and vocational guidance and one for job placement. There are 3 borough co-ordinators of guidance and 25 district guidance co-ordinators. Although there are only 26 budget positions for counselors in elementary schools, there are actually 67 full-time positions. In the junior high schools, there are 143 guidance positions. Then there are 18 school-court liaison teachers, 11 counselors in "600" schools and 8 counselors in a variety of special situations, such as CRMD classes, physically handicapped, homebound, visually handicapped, institution children, and others. . . .

One hundred positions requested by Superintendent Theobald will be used in the second and third grades of some 45 elementary schools. A new concept of guidance is involved in this program—teams of a full-time elementary school counselor, a half-time psychologist, a half-time social worker, psychiatric consultation, and, when needed, part-time attendance teachers will be formed to develop a more concentrated program of guidance for young children.

Also included in next year's budget is provision for approximately 100 positions for the extension of the demonstration guidance project, now in Junior High School 43, Manhattan and George Washington High School, to 13 junior high schools in five widely separated areas in the city, together with the feeding elementary schools, and the senior high schools which these junior high schools feed. This is a program aimed at finding talent and raising educational sights among children who normally leave school to go to work as soon as the law permits. Many cities throughout the country are watching this project and are taking steps to adapt it to their communities. . . .

Through the National Defense Education Act, 50 guidance positions have recently been added to the junior and senior high schools of the city. . . . Projects developed by the additional staffs include work with gifted, slow learners, under-achievers, testing procedures, early identification, early school leavers, culturally deprived students, college guidance, and many others. . . .

QUESTIONS AND TOPICS FOR DISCUSSION

1. Formulate your definition of guidance.
2. Discuss each of the needs which educators in Virginia believe necessary for guidance.

3. Evaluate the objectives set forth by the Guidance Department of Medford, Massachusetts.
4. What, if anything, would you add to the definition of guidance given by the authors?
5. Why should guidance be considered a continuous process?
6. Compare the status of guidance today with its status twenty years ago.
7. Evaluate the immediate objective and the ultimate objective of guidance.
8. Analyze the ideas set forth in the statement by Dr. Krugman. To what extent do the arguments apply to your community?
9. Present in class the guidance point of view that determines the guidance policies of your school or community.
10. List and discuss five guidance needs that have grown out of changing occupational trends.

3

PSYCHOLOGICAL AND SOCIOLOGICAL FACTORS OF BEHAVIOR

From beginning to end, every individual's life can be regarded as a goal-seeking adventure—a struggle to achieve the fulfillment of needs. One's behavior pattern at any age reflects not only the intensity of developing wants and urges but also the extent to which and the ways in which behavior-motivating drives express themselves in satisfactory action.

THE DEVELOPMENT OF HUMAN NEEDS

The growing complexity of modern life creates many conditions and situations for which accustomed need-fulfilling behavior is inadequate or which give rise to new needs or desires. More than ever before, perhaps, many individuals today ask questions like these:

What shall I do?

How shall I do it?

Why am I so dissatisfied?

When will things get back to normal?

Sometimes a slightly better understanding of the situation or condition is all that is needed. At other times, so many factors are involved that the assistance of a trained specialist is required. Moreover, what may constitute simple decision-making for one child, teen-ager, or adult may become a major problem for another.

Areas of human needs A detailed list of specific human needs probably would include hundreds of items. Moreover, no two individual lists would be the same, nor would either include every personal need in different situations. Out of variations in needs, many counseling difficulties arise.

Fundamental human needs can be grouped according to four general categories: physical, mental, emotional, and social. A still broader classification is by personal or individual needs and social needs. Regardless of whether hu-

man needs are classified as broad, general areas or broken down into specific listings, there can be no definite lines of demarcation between them.

Needs are interrelated in such a way that (1) one need may be closely associated with another (the need for attention and the desire for approval); (2) the fulfillment of one tends to arouse another (satisfying completion of a work project followed by participation in relaxing play activity); or (3) failure to satisfy one need may intensify another (a child's tendency to overeat as compensation for a lack of parental affection).

The three kinds of interrelationships noted here, as well as others that could be mentioned, usually are understood by a trained counselor, and this understanding permits greater insight into the counselee's overt behavior. Too often an individual's teachers, parents, or associates form inaccurate judgments about his displayed attitudes simply because they do not recognize basic behavior-motivators.

A college instructor reported one of his students to the dean because the young woman customarily (1) sat in the rear of the classroom, (2) took no part in class discussions, and (3) constantly gazed out of the window. Though the student's written reports and test results were considerably above average, the instructor insisted that her apparent daydreaming represented either discourtesy and lack of interest or a symptom of incipient mental disorder. In either case, he felt, she needed immediate expert help.

When the student was questioned by the dean, she said, "Oh, I'm sorry I've annoyed my instructor. I really am very much interested in the class discussions. I know I do not talk much in class, but I am thinking through what is being said. I find I can concentrate better if I look out into space. Otherwise, I'd be distracted by what my classmates are doing and, this may be foolish, especially by the dramatic gestures of the instructor." The teacher, by the way, was amazed when, in a three-way interview, he became aware of the fact that his dramatic presentations might be distracting. He had consciously developed these mannerisms as a motivating approach. Though many of his students needed such an interest-arouser, this particular student, obviously, did not.

Patterns of needs Although the general areas of human wants tend to operate throughout an individual's life span, specific needs change in form and intensity during the growing years. In later chapters, the guidance needs of pupils at various school levels are presented in some detail. At this point we shall review briefly the developing pattern of needs as these are related to learning and guidance.

Infancy and early childhood The infant's needs are simple. From one point of view he is simply a "vegetative" organism. His needs include appropriate food, warmth, sleep, and some over-all body activity. Later, his physical needs include walking, taking solid food, talking, controlling the elimination of body wastes, and gaining general body control. Socially he begins to differentiate among people and things about him, interacting with other children or with

his elders and understanding and practicing simple concepts of right and wrong. The young child's emotional needs may be extremely intense, involving uncontrolled overt behavior.

Older children During this period of development, the child needs to participate in relatively strenuous activity; he becomes curious and adventuresome. He is interested in himself as a person among playmates of the same age. He wants to be independent, yet he needs adult care and protection. He tends to set up his own values and to develop a code of behavior satisfactory to himself; but he wants his behavior to be acceptable to his young and older associates. He is eager to earn the attention and approval of others. The child's basic personality pattern is taking form as he gradually acquires habits of behavior that can be expected to operate toward the fulfillment of his changing needs, wants, and interests.

The adolescent years The energy-filled young adolescent wants to be "up and doing." He is restless and usually unable to sit still for more than a short period of time. His increasing need to be regarded as an adult, coupled with his own recognized inability to meet adult responsibilities, often causes conflict within himself. Interests fluctuate, especially during early adolescent years.

Physical changes, developing social awareness, gradually maturing attitudes toward members of the opposite sex, and an increasing need for freedom from adult control exert a significant influence on the adolescent. They may result in adjustment difficulties that require sympathetic, understanding guidance by parents, teachers, and school counselors.

Adulthood Basic physical, mental, emotional, and social needs and wants persist through the adult years. A mature man or woman (young or older) can be expected to fulfill personal needs in accordance with group standards. Experiences associated with marriage and family life, occupational activity, and social relationships may give rise to behavior problems that are very different from those encountered during preadult years. The ways in which and the extent to which an adult achieves personally and socially satisfying fulfillment of his needs depend not only on his power of self-direction but also on the nature of the stimuli-situations which confront him. In any event, not everyone can "go it alone." Many people at times need the assistance of a well-trained counselor of adults.

THE DYNAMICS OF HUMAN BEHAVIOR

One of the most significant functions of guidance is the development among persons of all ages of the ability and willingness to evaluate the possible outcomes of their behavior, to recognize the relationship between cause and ef-

fect, and then to bring about wholesome changes in their patterns of living. This is guidance interpreted as *prevention* and *preservation*. In order to achieve this goal, it is important for individual counselors and counselees to understand the dynamic nature of human behavior.

Arousal and influence of motives Changes in the patterning of human behavior imply activity. A motive is anything that activates. Viewed psychologically, motivations are inner controls of an individual's overt behavior and are rooted both in his physiological development and in his background of experience. Urges and desires are basic to the arousal of motives. An inner-behavior regulator or urge can take the form of a *compulsion to act*, a *drive*, an *aim*, a *goal*, a *craving*, an *incentive*, a *choice*, an *attitude*, or an *interest*.

The strength of an inner state determines the response that will be made to an activity-arousing stimulus. For example, an individual is all set for a swim. He first tests the water with his toe. The water is extremely cold, and so he decides against going into it. Other hardier individuals plunge into the water and tease him for staying on shore. He may react by taking the plunge, even though the experience is extremely unpleasant. His behavior is determined by not one but several motivations.

Since human behavior is conditioned by experience-modified inner controls, an individual sometimes engages in an activity without recognizing completely the complexity of the motivations that impelled him. At various times and in specific situations, a person may depart almost completely from his accustomed behavior tendencies. A shy, retiring child is goaded by his playmates to exhibit aggression or a temper tantrum. A diligent student neglects his home assignments to watch a television program, even though he knows that he will regret his choice when he is in class the next day. A teacher wants his pupils to benefit from his instruction. However, because he resents the fact that a particular class is very large, he makes no effort to study the learning interests and ability levels of his pupils. Many other examples of unexpected behavior, including daring, heroic, and self-sacrificing activities, could be cited. It is the responsibility of teachers and guidance workers to evaluate intelligently a particular act or attitude of a young person in relation to the latter's usual behavior and then to seek the motivating cause of the changed behavior.

Urges associated with biological and social needs Organic conditions leading to the arousal of behavior by change in equilibrium are basic to biological drives. Homeostasis (organic balance) is restored when an organism's inner imbalance stimulates appropriate activity. Physical fatigue motivates the desire to rest. Although a person may be impelled by strong interest to continue a fatiguing activity and may even convince himself that he is not tired, the need for rest persists.

Physiological drives, such as hunger, thirst, need for oxygen, and the sex

drive, are accompanied by socially or culturally derived attitudes toward their fulfillment. Whether it is actually true or not, most of us feel that any growing child needs morning or afternoon "snacks" in addition to the regular "three meals a day" that satisfy most adults. Pure water is the best thirst-quencher, but custom usually dictates that children prefer flavored liquids.

The developing sex urge influences a young person's thoughts, feelings and emotions; indeed, it may dominate his entire being. As the inner changes are affected by environmental conditions, individual attitudes are developed toward the self in relation to other members of either sex. In no other aspect of personality patterning do adolescents need more constructive guidance by understanding adults than in this phase of the growing process.

Even though many of our urges or drives originate in physiological needs, the resulting behavior is conditioned by social motivation. In our relationships with other people, as well as in our experiences with things, conditions, and situations, our behavior is motivated by various urges, desires, or goals that are social in nature. Every "normal" individual desires recognition and approval from his associates; he seeks adventure and strives for success in his activities; he feels the need for sympathy, financial security, and security in the respect of his associates; he wants to be superior to others in at least one area of activity; and he is impelled to bolster his own ego by mastery of people, things, or conditions. These are normal urges, desires, and interests. Whether an individual is motivated to satisfy them through socially acceptable activity depends in great part on the amount and kind of guidance he has experienced from early childhood.

Fundamentally, an individual's *level of aspiration* depends on motivating factors within and outside himself. Consciously or unconsciously, even a child sets goals for himself. Too often, however, adults encourage a young person to aim for unattainable goals. Gain or loss of self-esteem results insofar as he succeeds or fails to reach goals that he recognizes as contributing to his physical survival and social prestige.

When or if goal-striving meets interference of one sort or another, problems of adjustment arise. Then help is needed to achieve personally and socially satisfying behavior patterns, an accomplishment usually referred to as *good adjustment*. If the problem situation becomes so serious that the individual cannot help himself and no outside assistance is available, he is liable to set lower goals that may be self-satisfying but socially unacceptable. Such abnormal behavior is regarded as symptomatic of *personality maladjustment*.

PROBLEMS OF ADJUSTMENT

The term *problem* has become increasingly popular. Mothers wax eloquent concerning their problem children. Husbands and wives wallow in seas of self-pity because of their problem mates. We hear much of the problem

worker and the problem supervisor or employer. Teachers complain that problem children in their classes interfere with successful teaching. Political, social, and economic problems are the themes of lectures, debates, magazine articles, and books. Radio and television programs overemphasize problem people and problem situations.

Problem conditions and situations Some individuals succeed in carrying on their daily activities with a minimum of emotional upset. They satisfy their physiological and social needs intelligently and practically. They have learned to channel their urges, desires, or interests to meet community-group standards. They approach difficult situations or conditions calmly and objectively. Other persons tend to become upset by any slight deviation from customary conditions or procedures. They are oversensitive and easily discouraged. They are prone to blame another for even a slight personal failure. For such people life is no more than a succession of unsolved problems.

Whether a life situation becomes a problem usually depends on the attitude of the person experiencing it. To say this is not to minimize the seriousness of the real problems which may arise when any individual encounters a difficult and emotion-arousing situation, however. Regardless of his age, this person needs the kind of assistance in solving his problem that can be given by a well-trained, experienced counselor.

When a problem situation arises, one particular element may seem to "stick out like a sore thumb." When all the concomitant factors are analyzed, however, it usually is discovered that a person's problem results from a number of things each of which needs consideration. Any therapy undertaken requires (1) understanding of the individual's personality, and (2) knowledge of the experiential area in which the difficulty arose.

Problems of adjustment usually are related to one or more aspects of a person's life pattern. The displayed attitude or behavior of an individual tends to be influenced especially by his:

1. Physical constitution and health status
2. Habitual attitudes and behavior traits (personality)
3. Ethical standards and religious values
4. Recreational interests

Moreover, we do not live in a vacuum; we are constantly interacting with other human beings in one or another area of activity. Incipient or serious problems of adjustment tend to be centered in one or more of the following areas of experience that constitute an individual's life pattern:

1. Home conditions
2. School progress
3. Occupational activities
4. Social and civic relationships

An individual's personal characteristics at any stage of their development represent the effect upon them of situations and conditions experienced in these four areas. What a person brings to any one of the areas of experience in the form of attitudes and overt behavior determines the degree of adjustment that he will achieve.

We now shall discuss briefly the personality characteristics and the areas of influence that are involved in problems of adjustment.

Physical constitution and health status Many people are fortunate enough to possess normal physical structure and constitution and relatively good health. It is difficult for such persons to understand fully the adjustment difficulties likely to accompany temporary or permanent deviation from the generally accepted norm. The abnormal condition itself may not be so much the cause of emotional disturbance as the actual or imagined effect of the individual's defects on other people.

Pain or suffering that accompanies an organic condition or a physical defect often is hard to endure and may result in irritability, apathy, or discouragement. Yet there are many persons who, in spite of constant pain, are able to participate in useful activities which earn for them the respect and admiration of their associates. For example, a young woman who had contracted poliomyelitis as a child succeeded in completing her education with honors through the college level in spite of the fact that she was confined to a wheel chair. A veteran of World War II who had lost both hands in combat not only completed his college education but was an example to his schoolmates of enthusiastic participation in campus activities.

There are many instances, however, in which a physical defect or ill health constitutes a definite factor of maladjustment. Physical unattractiveness, blindness, deafness, lameness, speech inadequacy, undersize or oversize, malnutrition, lack of physical vigor or muscular co-ordination, frailty, or any other defect cause adjustment difficulties.

A person suffering from a physical defect may display one or more abnormal forms of behavior. He may become shy or withdrawn; he may assume an attitude of indifference to others or of actual antagonism; his attitude may be one of self-pity or of refusal to recognize his defect. In any case, unless the individual receives help in adjusting to an irremediable defect, his health status is likely to interfere with his successful participation in normal work and recreational activities.

Personal attitudes and behavior traits It is almost axiomatic to say that we are not born with our attitudes or other personal traits except to the extent that by the accident of birth into a particular family we inherit a particular constitution and certain potentialities. Whatever attitudes or traits we develop are the result of our environmental influences and our reactions to them. In the environments of the home, school, place of work, and the community at

large can be found the bases of the attitudes and traits of behavior exhibited by any one individual.

From early childhood onward, most individuals are constant imitators of observed behavior that seems attractive to them. In addition, the extent to which a person is encouraged or thwarted in the satisfaction of natural urges or developed interests may exert considerable influence on his behavior pattern. Habits of thought and action directly inculcated by parents and teachers, as these affect individual success and adjustment, are potent builders of attitudes. Newspapers, books, radio and television programs, and motion pictures motivate young people as well as adults toward the development of general and specific attitudes and ideals. As an individual is stirred emotionally by the factors of influence which surround him, he may achieve adequate adjustment to them or he may be faced by what to him constitutes problem situations.

Among the conditions that may require help toward adjustment are feelings of inferiority or superiority, extreme shyness, overaggressiveness and egotism, antisocial attitudes and inability to get along with people, lack of initiative and self-confidence, obsessive likes and dislikes, poor sportsmanship, and extreme lack of emotional stability. The *source* of the problem may lie in the individual's inherited constitution; the *form* of his difficulty is an outgrowth of his experiences with other people.

Ethical standards and religious values The young child's ethical standards are derived from those of his elders. Sometimes he is puzzled by the fact that adult example and adult precept do not always agree. For instance, a parent may admonish a child not to tell lies, yet the child hears that same parent tell untruths over the telephone. Similarly, the growing child is taught that honesty is the best policy, but at the dinner table he hears his father tell of "pulling a fast one" on a business associate. Many children develop and adhere to a code of ethics for themselves which may not always meet the approval of adults. Among the rules of conduct which must be followed by the members of a children's group, if they are to remain in good standing with their comrades, for example, is not "snitching" on a pal—that is, they must not report to elders a classmate's or playmate's infringement of adult-made regulations.

The child rarely experiences religious difficulties. If he receives early religious training, his religious concepts usually are quite satisfying to him. God is thought of as a benign Father who rewards you when you are good and punishes you when you are naughty. A child's ethical standards usually are closely related to the religious instruction he receives.

The later years of adolescence and the early years of adulthood may be fraught with doubts, confusion, and conflict. These arise out of situations involving differences in ethical standards as applied to relationships with others, and out of differences in religious beliefs or observances. Attitudes that

prevail in the home may run counter to attitudes and practices the individual encounters outside the home. His own urges, desires, or interests may seem to be in contradiction with traditional patterns of morals or religious teachings. Moreover, it may be difficult for him to divorce ethical values and religious experiences from emotionalization of attitudes. His resulting behavior may give evidence of lack of adjustment.

Maladjustment, either slight or more serious, may lie in one or more of many conditions, such as disregard for authority, lying, stealing, or cheating, careless or offensive manners, socially unaccepted moral standards, religious rigidity or religious doubts, an abnormal urge to reform the world, impatience with the ethical standards or religious beliefs of others, or conflict between surface sophistication and inner insecurity.

Recreational interests Much has been said and written about the value to an individual of a balanced program of work and play. At one time or another, an individual is likely to describe the same activity as *work*, *play*, or *drudgery*. Too often the first and last of these terms are used interchangeably. Actually, however, these various activities can be differentiated as follows: (1) *work* is goal-pointed activity, undertaken as a means toward a desired end, regardless of the degree of pleasure experienced in the process; (2) *play* is an activity engaged in for present satisfaction, with no regard for future gain; (3) *drudgery* is any activity in which one engages solely because he is compelled by outside forces or conditions to do so.

An individual of any age tends to be motivated to participate in those forms of activity in which he achieves the greatest amount of personal satisfaction. Naturally, what gives pleasure or satisfaction to one person may be annoying to another. Most adults would be bored by many of the play activities of children. Youngsters often are stimulated to want to play at work. Either a younger or an older person may become so intrigued by a work project that he persists in the activity until he achieves the desired goal or until fatigue compels him to quit.

Physical and mental well-being require that, no matter how interested one is in the completion of a task, some time be given to relaxing or recreational forms of activity. Children usually enjoy running, jumping, and active games. The recreational activities of adolescents and young adults include participation in sports, hiking, dancing, social group meetings, and more quiet activities, such as reading, watching motion pictures or television programs, and listening to radio broadcasts, either alone or with others. Older adults tend to participate in quieter, more sedentary forms of recreation than do younger individuals.

Problems of adjustment are experienced by both younger and older persons who are denied the satisfaction of participating in the recreational activities of their physically normal peer-age associates. A physical handicap, such as crippling or delicate health, may exclude them from taking part in more or

less strenuous physical activity. Often such people need help in finding healthful and relaxing activities which they can enjoy.

Another recreational problem is the difficulty often experienced by older adults who, during their earlier years, were so pressured by money or prestige ambitions that they became involved in their work to the exclusion of sufficient recreational activity. When these people finally decide to "retire" from their life work, they are likely to find themselves at loose ends. They may have lost track of their earlier friends; they have not developed any interesting hobbies; they are unable to adapt themselves to what they therefore consider a useless mode of life.

Somewhat similar to the feelings of these people are the attitudes of some middle-aged men who in their youth were athletic heroes. As increasing age and concern with occupational pursuits prevent their continuing participation in a strenuous sport, they experience severe frustration. They have not developed recreational interests suited to their age level nor are they the public idols they were in their youth. Hence they tend to devote all of their energy to work activities, denying themselves needed relaxation in social situations. Fortunately, there is an educational trend toward encouraging young people to develop an interest in recreational activities which they can enjoy in their older years, as well as during their youth.

Home conditions Fortunate indeed is the boy or girl who grows up in a home characterized by emotional control, self-discipline, and co-operation among its members. These estimable qualities seem to be lacking in so many homes that many teachers and counselors believe most maladjustments have their roots in unwholesome home conditions and ineffectual training during early childhood.

The American home of today has come under severe criticism. The rise of industrialism resulting in mass production has taken out of the home those co-operative activities which formerly were basic to family survival. Modern conveniences have shortened the hours and reduced the amount of effort needed to conduct a smoothly running home. The many recreational facilities and opportunities for socialization that are afforded outside the home have done much to limit the extent to which it is the center of a family's social and recreational activities.

Regular family routine is upset by differences in hours of work among the members of the family and often by the fact that the mother is employed outside the home. In many homes, moreover, the various members of the family engage in social activities separately rather than as a family unit. The modern American family is becoming less tightly knit, the members exhibiting an increasing degree of individualism. Many persons gain greater individual self-direction and self-discipline from experiencing personal independence in family relations, but others suffer from the loss of security resulting from lack of co-operation in the home. Some parents attempt to maintain a traditional at-

titude of authority over their children. In such instances, conflict between the strict discipline of the home and observed out-of-home freedom may result in problems of adjustment which almost defy solution.

Home conditions and parental attitudes which may lead to problem situations requiring the service of guidance counselors include too-strict parents, overindulgent or indifferent parents, family jealousies and dissension, homes broken by divorce or by the death of a parent, frequent moving of the home from one section of city or country to another, too many or too few home duties, differences in ethical standards or religious affiliations among family members, low moral status, and lack of home co-operation with the school or the community. In few homes are all of these maladjustive factors present. Any one of them, however, can become the cause of resentment, development of a strong feeling of insecurity, or serious emotional disturbance.

Psychologists are in general agreement about the importance to an individual of his childhood experiences. The attitudes and habits developed during the first five or six years of life exercise a potent influence on future behavior. To the extent that home conditions existing during the early years of childhood continue through the individual's later years, personality traits developed early tend to continue and to become intensified as the years go on.

School progress A satisfactory adjustment in learning activities in relation to mental ability and aptitudinal interests may be difficult for the individual who attends a school in which curricular offerings and teaching procedures are not adjusted to his needs. Other factors also may adversely affect a pupil's educational progress and thereby lead to problem attitudes and behavior.

Satisfactory school adjustment can be inhibited or retarded by the presence of one or more of the following conditions: curricular offerings not adjusted to a pupil's mental status, too little or too much help given by teachers, poor study habits, inadequate home study conditions, fear of failure, lack of interest in school work or in specific school subjects, too long or not sufficiently understood home assignments, too much or too little participation in school sports or in out-of-school social activities, teacher-pupil antagonism, indifferent or oversolicitous attitude of parents toward their child's school activities, uncertainty concerning future plans, and vocational-choice conflict with parents. These represent but a few of the many situations that may arise to interfere with successful learning progress in the school life of a child, adolescent, or young adult. The differing needs and interests of the members of our large and heterogeneous school population challenge the tact, understanding, and ingenuity of teachers and guidance counselors. Too often the adjustment problem of the school pupil appears to represent a complex of maladjustive factors that go beyond the abilities or facilities of school people to solve. Unless co-operation can be obtained from parents and appropriate community agencies, there is little that teachers and counselors can do for the individual except apply remedial measures, which are relatively superficial.

Occupational activities Since the various areas of vocational guidance are considered later in detail, the discussion at this point is limited to a listing of some of the major problems associated with the selection of and preparation for a vocation. Most young people on the high-school and college levels normally are concerned about their future occupational activities. Problems that deal with vocational choice and preparation, and consequent worker adjustment, include uncertainty about vocational interests, too high or too low vocational ambitions, parental interference, interest in more than one vocational field, lack of or unwise teacher counseling, inadequate opportunities for vocational training, worker oversupply, difficulties of job application, inability to adjust to job requirements.

The following examples of specific situations will aid an understanding of the subtle differences that exist between adjustment problems related to an individual's personal attitude and behavior and those associated with his areas of experience:

1. About fifty years ago a certain rural community consisted of twenty-five families. The children of these families worked in the fields, went to school, and played together. Today most of the children, now adults with families of their own, are still living in that community. The seven children of one family, however, left the community and have become recognized professional and business leaders throughout the country. The difference between the members of this family and their neighbors lies not in their early environmental conditions but in certain personal qualities that stimulated them to seek wider areas of experience.

2. A young man was urged at various times to enter one or another vocational field. As a high-school senior he was offered a college scholarship in technical engineering. Later he was encouraged to accept a position in a bank and a sales executive post. He wanted to teach, however, and consequently refused all of these opportunities even though he had to work his way through college. Today he is an educational leader. He has brought to his work personal qualities that probably would have earned him success in any of the other fields, but his final vocational choice has affected all the other areas of his life experience—home, educational, social, and civic. He is a different person from what he would have been if he had followed another vocation. His problems of adjustment are peculiar to the environment in which he is living and by which his attitude and behavior are affected.

Social and civic adjustment The schools are now recognizing as never before their responsibility for the development in young people of intelligent and wholesome attitudes toward social and civic relationships and recreational activities. Attention to these areas of experience constitutes a very important aspect of the functions of guidance on all school levels. Detailed consideration of these adjustment areas is given in later chapters. At this point, some of the problems which young people and adults encounter in their associations with other individuals in social and civic relationships are merely suggested. Some of these problem-arousing conditions are excessive or insufficient participation in social activities, intolerant or antisocial attitudes, unwholesome

relations between the sexes, lack of association with the opposite sex, apathy toward or undesirable practices in citizenship activities, unwise choice of recreational activities, overparticipation or lack of participation in sports or other forms of recreation, high cost or poor quality of commercially organized recreational facilities, and insufficiency of community-sponsored leisure-time activities.

Recognition of adjustment problems Parents and teachers sometimes fail to realize that a young person has an adjustment problem. Either they do not recognize the behavioral symptoms of the difficulty, or they misinterpret the child's actions as arising from superficial causes. To the extent that a teacher is psychologically oriented and possesses keen insight he will be alert to a pupil's display of unaccustomed or abnormal behavior. In some schools, members of the guidance department acquaint teachers with possible symptoms of maladjustment. The teachers are encouraged to report to the guidance personnel any child who seems to display evidence of difficulty. Most counselors would prefer that teachers and parents question behavior that is only slightly or not at all abnormal than fail to observe it or ignore it as not significant.

The Guidance Department of the Birmingham (Alabama) Public Schools has prepared these lists for the faculty:

Some Reasons for Referral to the Guidance Department:

- Age-Grade placement
- Noticeable nervousness
- Achievement below ability
- Emotional difficulties
- Social misfit—withdrawing, aggressive, etc.
- Poor study habits
- Irregular attendance
- Discouragement
- Physical handicap
- Wants to go to work
- Delinquency
- Immaturity (extreme)
- Speech handicaps
- Reading difficulties

Typical Problems:

- Why is Alice so unhappy?
- Why doesn't Johnny learn to read?
- Why does Mary take things?
- Why does Sammy talk back to his teacher?
- Why is Jane so quiet and unresponsive?
- Why has Mike failed three times since he began school?
- Why does Sarah cry every morning before she leaves for school?

What can be done to help Henry learn to use his time better?
 Should Martha take a commercial or a college preparatory course?
 Why is Bill an habitual truant?
 What should be done about 6 year old Jane who stutters?
 Why does Tom make A in Science and F in English?
 Why does John want to quit school?

QUESTIONS AND TOPICS FOR DISCUSSION

1. Recall three problems you experienced as a child and three as an adolescent. To what extent and in what ways were you helped to solve them by parents, teachers, or school counselors?
2. Name three situations or conditions that might constitute problems for one person and not for another. Explain the difference.
3. How can the old saying "little things count" be applied to the problems of life adjustment?
4. If possible, have your instructor arrange a class debate on the subject: The home of today is superior to the home of fifty years ago.
5. What adjustment problems has television brought to the home?
6. Recall your elementary-school and high-school days. List as many problems of adjustment as you or your schoolmates can remember. To what extent did teachers or counselors help in the solution of these problems?
7. Compare two persons of your acquaintance who are gainfully employed, one well adjusted in his work and the other dissatisfied. How do you explain the difference in attitude?
8. Why have you selected the profession for which you are preparing or in which you are now engaged? How much guidance did you have in making your decision?
9. How much time do you spend weekly in recreational activities? In what types do you engage and why? Do you have leisure-time interests which you do not practice? If so, why not?
10. How many friends do you have? How many acquaintances? On what bases do you select them?
11. Read the following anecdotal reports carefully. Consider each from the following points of view:
 - a. Attempt to discover the factors that caused the problem situation.
 - b. Locate the areas of experience affected by the problem.
 - c. Evaluate the extent or seriousness of the problem.
 - d. Give your opinion of the efficacy of the therapy applied or suggested. If no therapy is included in the report, suggest a method of approach to the problem.

- (1) Larry L. is a fifteen-year-old boy with an I.Q. of 169. He is an only child. His elementary-school education was in special classes composed of intellectually gifted children, and he is now a sophomore in high school. He is a socially shy and introverted boy who has always had extreme difficulty in making and keeping friends because of his lack of interest in the pursuits of more normal young people. When his schoolmates play baseball, Larry spends his time reading about mathematical theories. If other boys invite him to go to motion-picture theaters with them, he refuses and goes alone to museums and science exhibitions.

Larry's home life is now, and always has been, exceedingly unpleasant. His parents have never gotten along well together. Last year, the situation became so acute that the boy's mother suffered a nervous breakdown and was committed to a state hospital for the mentally ill. She was released after three months, and soon family arguments were resumed. Recently Larry has developed a series of nervous tics and mannerisms which are most disturbing to both the parents and the child. Medical help has been sought, but as yet no improvement in his attitude and behavior is apparent.

- (2) John M. is a twelve-year-old boy whose I.Q. is 81 and who is retarded one year in school. His physical condition is normal. He is emotionally unstable, however, nervous, and completely lacking in self-control. He displays infantile mannerisms and is unreliable and restless. He takes no interest in his schoolwork and attempts to bully his schoolmates, but he is extremely polite to adults. Punishment is ineffective, but he craves love and affection and can be handled, therefore, with tactful kindness—but only with limited success. He resents his younger brother.

The economic status of the family is average. John's mother seems to show intense dislike for this child. She expresses the belief that he is hopeless, and she showers attention on her younger son. The father invites the boy to leave the house at night until bedtime because the parents cannot tolerate his behavior.

John's teachers have tried to adjust their teaching to his slow learning ability. Consequently, he has experienced some feelings of success in simple work. There is evidence of slight improvement in his attitude. Although he continues to bring toys to school and to light matches by throwing them against a wall, he no longer disturbs other children intentionally.

12. From your experience with children, adolescents, and adults, write an anecdotal report of problem situations or conditions associated with each of the following:
- a. Physical constitution and health status
 - b. Ethical standards

- c. Personal attitudes and behavior traits
 - d. Religious attitude
13. Present an anecdotal report of a problem condition arising out of experiences in each of the following experience areas:
- a. Home relationships
 - b. School activities
 - c. Occupational activities
 - d. Social and civic adjustment

4

PRINCIPLES AND FUNDAMENTALS OF GUIDANCE

The source of adjustment difficulties seldom can be traced to any one specific cause. Similarly, manifestations of maladjusted behavior are rarely confined to one experience area; the whole pattern of behavior appears to be affected. The woman who is unhappy in her marital relations may "take it out" on her children. The worker who feels insecure or who is dissatisfied with his job tends to bring his troubles home with him. The child whose school experiences are not satisfying is likely to indulge in uncontrolled behavior in the home or in his relations with neighborhood associates.

FUNCTIONAL ASPECTS OF GUIDANCE

Anyone concerned with the development of desirable behavior patterns among children, adolescents, or adults should be guidance-minded. He needs to be thoroughly acquainted with any factors of influence within and outside the individual that may lead to maladjustment. If he expects to engage in offering assistance either directly or indirectly to those persons in need of help, he should approach his task with humility, with as complete understanding as possible of his function in a particular guidance situation, and with a firm determination to meet his guidance responsibilities intelligently and objectively. He also should be aware of the fact that he can and should do no more than (1) stimulate an individual to want to change his attitudes or behavior and (2) help in activating the change.

The guidance approach There is an increasing awareness of the possible effects on an individual of the many disturbing factors inherent in the present social order. Much research in the field of cause-and-effect relationships in life adjustments is needed if we are to analyze them more intelligently and to provide preventive guidance more effectively for all people, and especially for young people.

The guidance concept, rooted as it is in psychology, sociology, and education, tends to influence the attitudes and behavior of leaders in all fields of endeavor aimed at human betterment. Physicians, dentists, and nurses, for example, are trained to employ a guidance-oriented or psychological approach in dealing with their patients, in order to help them adjust to their difficulty and want to improve their physical condition. Community planners attempt to provide the kind of housing facilities and educational, recreational, and health services that will help community members achieve and preserve good physical, mental, emotional, and social adjustment.

We already have mentioned that effective education is guidance-pointed. An individual's educational progress depends on the motivation he receives from parents and school personnel toward optimum development of his innate potentialities. Hence, regardless of school level, guidance services include specific aids provided by qualified members of the school staff to help learners understand themselves and their responsibilities, and to assist them in the solution of learning problems.

Guidance as a profession Some notions about guidance and its functions are the outgrowth of a realization by the general public that self-direction in the management of one's own affairs is becoming increasingly difficult. Interest in giving assistance or in guidance-pointed activity is the prerogative of any sincere, well-intentioned, capable individual.

Correctly interpreted, guidance as a profession is one that (1) operates within the framework of a total educational program, (2) requires its practitioners to have appropriate professional preparation, and (3) offers needed services which are organized in the form of an appropriate, flexible guidance program. We subscribe to Mathewson's succinctly stated definition of guidance as "the systematic, professional process of aiding individuals in making their choices, plans, and adjustments, in undertaking effective self-direction, and in meeting problems of personal living related to education."¹

Although the concept of guidance as a professional service has not yet been accepted by all educational leaders, some school people are beginning to recognize the fundamental aspects of guidance. For example, in a bulletin, entitled "The Program of Guidance and Placement, Baltimore Public Schools," this statement appears:

Guidance activities in Baltimore are based upon the recognition of individual differences, the basic concepts of human growth and development, the diversity of present-day educational opportunities, the complexity of modern occupational life, the importance of human relations, the right of the individual to make his own choices, and the realization that the adjustment of an individual to his life situations is an ever changing process.

¹ R. H. Mathewson, *Guidance Policy and Practice*, rev. ed., p. 197. Harper & Brothers, New York, 1955. Quoted with permission.

Granted that guidance workers in any educational institution take into account the factors listed in the foregoing excerpt, whatever services are made available must reflect the application of certain fundamental guidance principles.

BASIC PRINCIPLES OF GUIDANCE

Most people know the old saying about locking the stable after the horse has been stolen. They may have experienced incidents in their own lives that were accompanied by excellent hindsight but a woeful lack of foresight. The concept of guidance includes the need to exercise foresight in order to prevent, so far as possible, the occurrence of situations which make it necessary for an individual to seek help in order to adjust to the circumstances. When disturbing or unhealthful conditions interfere with satisfactory patterns of behavior, it becomes the responsibility of teachers and members of the guidance personnel to supply whatever service is needed. Whatever the function of the guidance supplied—prevention, preservation, or attempted cure—certain assumptions are basic to its achievement.

Significant guidance principles

1. Every aspect of a person's complex personality pattern constitutes a significant factor of his total displayed attitudes and forms of behavior. Guidance services which are aimed at bringing about desirable adjustment in any particular area of experience must take into account the all-round development of the individual.
2. Although all human beings are similar in many respects, individual differences must be recognized and considered in any efforts aimed at providing help or guidance to a particular child, adolescent, or adult.
3. The function of guidance is to help a person (1) formulate and accept stimulating, worthwhile, and attainable goals of behavior, and (2) apply these objectives in the conduct of his affairs.
4. Existing social, economic, and political unrest is giving rise to many maladjustive factors that require the co-operation of experienced and thoroughly trained guidance counselors and the individual with a problem.
5. Guidance should be regarded as a continuing process of service to an individual from young childhood through adulthood.
6. Guidance service should not be limited to the few who give observable evidence of its need, but should be extended to all persons of all ages who can benefit therefrom, either directly or indirectly.
7. Curriculum materials and teaching procedures should evidence a guidance point of view.

8. Although guidance touches every phase of an individual's life pattern, the generally accepted areas of guidance include concern with the extent to which an individual's physical and mental health interfere with his adjustment to home, school, and vocational and social demands and relationships, or the extent to which his physical and mental health are affected by the conditions to which he is subjected in these areas of experience.
9. Parents and teachers have guidance-pointed responsibilities.
10. Specific guidance problems on any age level should be referred to persons who are trained to deal with particular areas of adjustment.
11. To administer guidance intelligently and with as thorough knowledge of the individual as is possible, programs of individual evaluation and research should be conducted, and accurate cumulative records of progress and achievement should be made accessible to guidance workers. Through the administration of well-selected standardized tests and other instruments of evaluation, specific data concerning degree of mental capacity, success of achievement, demonstrated interests, and other personality characteristics should be accumulated, recorded, and utilized for guidance purposes.
12. An organized guidance program should be flexible according to individual and community needs.
13. The responsibility for the administration of a guidance program should be centered in a personally qualified and adequately trained chairman or head of guidance, working co-operatively with his assistants and other community welfare and guidance agencies.
14. Periodic appraisals should be made of the existing school guidance program. The success of its functioning should rest on outcomes that are reflected in the attitudes toward the program of all who are associated with it—guiders and guidees—and in the displayed behavior of those who have been served through its functioning.

Application of guidance principles Wise and experienced leadership in guidance is extremely important. It is often said that "As the principal is, so is the school." This statement holds equally for organized guidance programs. Completeness of organization; elaborateness of equipment; multiplicity of records, guidance forms, and reports; and specialization among guidance personnel—these do not constitute the whole of a program of effective guidance. Necessary as these adjuncts may be, the core of guidance lies in the spirit in which the services are rendered—the co-operativeness of effort and the earnestness of purpose that motivate the attitudes and behavior of all who are participants in the guidance activity. These include administrators, teachers, and specialists, as well as the recipients of personal help and counsel.

Members of the guidance personnel fail to achieve desired guidance outcomes unless they take into consideration the whole individual as he is af-

fectured by all the influences in the environment to which he responds. To the present, counselors have been relatively active and successful in helping young people educationally and, to a somewhat lesser degree, vocationally. Little has been done, however, to guide them toward better home and social adjustment. This situation holds even in schools where guidance services have been organized supposedly on the basis of existing conditions and needs.

Intelligent application of the basic principles to the operation of a school program of guidance services has value not only for the young or older pupils for whose benefit the program has been organized but also for their parents, the members of the school staff, and the community at large. This fact is not always recognized by the government leaders who provide money for educational purposes or the school administrators who allocate budgetary allowances. Certain vested interests are likely to interfere with wise distribution of available funds. More and more professional and lay leaders are coming to understand the value to a school community of effective guidance services. Yet, because so many other aspects of education demand financial support, available guidance services often are inadequate.

FUNDAMENTAL PROPOSITIONS

The general organization and implementation of guidance services and the special procedures employed on the various school levels are discussed in succeeding chapters. At this point attention is directed to certain fundamental assumptions.

Attitudes toward guidance program A school guidance program consists of the co-ordinated services of the school faculty, including administrators, teachers, professional guidance workers, and other school personnel in co-operation with appropriate community agencies. All of the services are aimed at encouraging individual and group welfare.

The relative effectiveness of a school guidance program depends, in part, on (1) understanding and acceptance by administrators of its functions and goals, (2) well-trained, experienced and personally qualified guidance workers, (3) recognition of pupils' guidance needs, and (4) parent and community co-operation. An adequately functioning program of guidance services can be established in any school if the staff members are sufficiently interested to develop it. A program that is superimposed by the administration however, is rarely successful.

Guidance programs vary from school system to school system and from school level to school level. School and community leaders differ in their interpretation of the term *guidance*. As we survey the amount and kind of guidance assistance available for children, adolescents, and adults, we are im-

pressed by the elaborateness of the guidance program in one area and the lack of any except the most informal of offerings in another. There are teachers in large school systems who display an attitude of indifference toward or disapproval of organized guidance, yet who, in their relations with their pupils, exhibit a commendable attitude toward guidance. These teachers have observed some of the dangers inherent in the misguidance that may result when school people or others attempt to organize an elaborate program of guidance services without understanding the underlying principles of construction and implementation that need to be recognized and applied in establishing a formal program of activities.

Present status of school guidance Public feeling has been aroused by what appears to be an increase in deviate behavior among children, youthful delinquent acts, and attitudes of materialistic self-aggrandizement among adults. Many persons have come to believe that such displays of antisocial attitudes are primarily a result of the emphasis on permissiveness as an educational ideal by parents and educators during the recent past. Opinions differ about the best remedial approach. One point of view stresses the need of a return to one-time strict punitive discipline. Another point of view is that the answer is guidance and more guidance.

The authors firmly believe that children need to be taught to accept responsibility as well as to demand rights and privileges. Although we recognize the value to an individual of sympathetic and insightful guidance of his attitudes and activities, we agree with Mathewson, who says:

In any transition period, guidance will remain a distinct process, paralleling, yet intimately related to, instruction. Later, if education comes to pay more attention than it now does to socially oriented individual development, instruction will include activities bearing directly upon this objective. But as a specialized, individualized, consultative activity, the guidance process and program will remain in approximately the same functional position relative to instruction that it now occupies.²

Implications of a guidance program If one is convinced of the value to individuals on any age level of help received through an intelligently conceived and appropriately conducted guidance program, the formulation of basic principles of guidance procedures is relatively easy. A more difficult task is that of organizing and implementing the program in such way that everyone concerned will receive maximum benefit.

An excellent presentation of the implications for the school that accepts the responsibility for a guidance program is that reported for the schools of Tulsa, Oklahoma:

A school guidance program is concerned in a broad sense with the mental and physical health and personality development of each child with whom the school

² *Ibid.*, pp. 198-199.

comes in contact. Guidance is inherent in the total process of education. One of the ultimate goals of guidance is a well-integrated personality. The guidance program should concern itself with the problems of all youth, not just those who are disciplinary problems, failing in classwork, or acute maladjustment cases. It is the purpose of the guidance program to help each individual make the best possible adjustment between his own emotional needs and the demands of the society in which he lives. Therefore, the immediate objective in guidance is to help each pupil meet and solve his problems as they arise. One of the ultimate objectives of all guidance is self-guidance. To achieve such a guidance program demands that we have a belief in and a respect for the dignity and worth of each individual child.

Every teacher on the school staff has a responsibility for aiding in the guidance of boys and girls. Every person who accepts responsibility for a share in the guidance program must aid in discovering the needs and problems of each child and help the child in resolving his problems. The guidance program includes both the helping of each child [to] adjust to an established or required pattern, and the adjusting of the pattern to better meet the needs of the individual child.

The acceptance of the responsibility for a guidance program as defined above suggests the following implications for the school:

For the Individual Child

1. To provide conditions that will give every child a maximum opportunity to feel socially secure, free from abnormal fears and anxieties, happy in the belief that his best achievements are worthy and acceptable.
2. To provide opportunities for each child to find success.
3. To develop those understandings and attitudes that foster sound physical and mental health.
4. To understand himself in terms of his abilities, aptitudes, interests, and achievements.
5. To develop fundamental attitudes toward good social behavior—behavior appropriate for various places and times.
6. To develop poise, resourcefulness, and increasing self-direction.
7. To develop interests of intellectual, social, and recreational value.
8. To acquire educational, vocational, and personal-social information necessary in making decisions concerning present and future plans.
9. To aid in the selection of a worthy, satisfying vocation which is compatible with the individual's interests and aptitudes.
10. To develop self-control in terms of the best interests of the group and the attitudes and abilities of cooperating successfully with others—a sense of personal responsibility for group welfare.
11. To develop an understanding and a wholesome respect for the acceptance of one's own capabilities and limitations, as well as those of other people.
12. To develop confidence in and respect for one's self.

For the Organization and Operation of the School

1. To place the needs of individual personalities above most other considerations of school procedure.
2. To provide a curriculum and working conditions where each child may work successfully to full capacity.

3. To provide information concerning pupils which is necessary for determining appropriate instructional materials and experiences.
4. To provide conditions where children actively participate in planning and successfully carry through group activities.
5. To provide teachers whose classrooms have an atmosphere of good will and kindly understanding.
6. To provide professional service to aid teachers in developing the attitudes, skills, and techniques necessary for successful counseling in the classrooms.
7. To provide health services that will aid in detecting physical conditions that may be causing maladjustment.
8. To provide materials for testing and recording data necessary to understand the individual child's needs, aptitudes, and interests.
9. To provide counseling with parents where it is needed in order to help in the adjustment of the pupil.
10. To provide specialized services for those individuals who cannot be adjusted through group procedure or through the individual efforts of the classroom teacher.
11. To provide an opportunity for an organized cooperative approach to the solution of staff problems.
12. To provide an opportunity for staff planning so that a common point of view and goals may be developed.

There can be no valid objection to the implications suggested in the foregoing. Many questions might be asked, however, about what can be thought of as the *modus operandi*. Again, in the words of Mathewson, a guidance program should possess the following characteristics:

1. The guidance activity (incorporating process of appraisal, adjustment, orientation, and development) will be *continuous* from nursery school and kindergarten to, and through, adult education, including the college and university level and including, also, community services for out-of-school youth and adults.
2. The guidance process will be *pervasive*; it will be infused in every school activity and will be conducted by teachers as well as specialists.
3. The guidance program will be *definitive* and will be identifiable as a set of procedures and activities toward definite objectives, practiced in most intensive form by professional specialists.
4. All phases of the guidance program will be *coordinated*, including community activities, in a systematically organized personnel service, all component functions being directed at the same objectives.
5. In its primary focus, the program will *center upon the needs and problems of the individual student*; it will seek to foster self-understanding, development, and direction, socially oriented.³

Each of the five characteristics listed contains many implications that are both broad in scope and detailed in application. In the light of the materials presented, it is probable that the reader now realizes that (1) guidance is

³ *Ibid.*, p. 201.

more than giving direction, (2) counseling does not begin and end with a single face-to-face interview, (3) guidance is a continuous process that touches every aspect of an individual's life pattern, and (4) effective programs include numerous activities and involve the services of many persons.

TRENDS IN SCHOOL GUIDANCE

There is still a wide difference among schools and school systems in the number of services offered and the effectiveness of offerings. Because of the misinterpretation by uninformed enthusiasts of the guidance concept, some educators and lay leaders hesitate to become involved in a movement that appears to them to be superficial in its approach and hence fundamentally worthless.

We know that more and more thinking people are becoming aware of the value of well-planned guidance in the life of an individual. Consequently, existing lack of uniformity among school-provided guidance services can be attributed to the influence of one or more of the following factors:

1. Extent of community recognition of guidance needs
2. Prevailing philosophy of education
3. Attitudes of school administrators toward guidance
4. Extent of teachers' interest in individual learners as compared with mastery of subject matter
5. Availability of trained guidance personnel
6. Budgetary provision for guidance services

Evidences of increased interest in guidance In preparation for the writing of this book, the authors requested from schools and school systems throughout the United States whatever materials were available concerning projected or actively functioning programs of guidance services. The returns were most gratifying, not only because of the large number of responses but also because of the widespread recognition of the need for and value of guidance services based on a real understanding of the guidance concept.

Some of the respondents reported either that they are in the process of inaugurating a program or that they recognize their pupil guidance needs and are attempting to meet them through established school procedures. From some school systems came detailed reports of guidance services that included all educational levels, from the nursery school or kindergarten through the junior college. In more and more school communities, specialized guidance services are available to secondary schools; on the lower levels, however, child guidance for the most part remains the responsibility of the teacher, assisted by the principal and appropriate community agencies.

Those schools or school systems that have instituted effectively functioning

guidance programs offer many diversified services. As could be expected, however, the emphasis placed on any one service differs from school to school. Such differences in emphasis apparently result from differences in student needs, point of view of the administrator, faculty co-operation, counselor training and experience, and community interests.

THE SCHOOL GUIDANCE PROGRAM

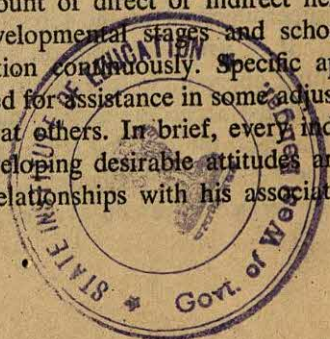
A generally accepted assumption is that guidance should be concerned with every aspect of an individual's life pattern. To what degree this concern should be implemented cannot be determined categorically.

School responsibility for child welfare When the school began to provide milk and hot lunches as well as clothing for needy pupils, an educational wag made a comment to the effect that first we "learned" them, then we fed them, next we clothed them, and eventually the parents' only responsibility will be to breed them. But whatever wags may say, the evolving concept of education as the medium through which constructive changes in every phase of an individual's life can or should be induced has continued to broaden and intensify the school's function.

As a community agency designed to promote the personal and social well-being of all of the citizenry, an institution of formal or school education constantly is extending its areas of service activities. Its primary function, of course, continues to be that of providing opportunities for every individual, from early childhood onward, to acquire knowledge, skill, mastery, and the power to fulfill, in a socially acceptable fashion, his needs, wants, urges, and desires.

Much of an individual's learning takes place in the classroom. If the teaching-learning process is to meet the specific learning needs of every pupil, the services of other trained personnel are required—personnel who function outside the classroom but in close co-operation with the classroom teacher. Implicit in the modern concept of schooling are many concomitant activities that constitute school guidance services.

Areas of guidance needs The kind and amount of direct or indirect help needed by learners vary somewhat with developmental stages and school level. Yet, certain aspects of guidance function continuously. Specific approaches may differ from level to level; the need for assistance in some adjustment areas may be greater at one level than at others. In brief, every individual may need direct or indirect aid in developing desirable attitudes and modes of behavior in his home and in his relationships with his associates outside the home.



Cleanliness and health-preservative habits should be instilled from early childhood onward. Activity for the sake of activity and without regard to the achievement of deferred goals constitutes a major human need. Hence the "play" of the child becomes the leisure-time or recreational pursuits of the adolescent and adult. The development of a wholesome and satisfying "play" life is dependent on the efficacy of guidance during the formative years. From the beginning of his formal education to its termination, the learner should receive help in his school learning activities. In addition, as a child, an adolescent, or an adult, he should be assisted to demonstrate that he recognizes and understands his responsibility as a citizen. He needs to learn what his responsibilities mean in his relations with other people at home and abroad.

With the achievement of adolescent status, other guidance needs arise in the life of the individual who wants to make a desirable adjustment to later adolescent and adult responsibilities. Preparation for marriage and family life and the selection of and preparation for a vocation become matters of extreme importance to the high-school pupil and the student in an institution of higher learning. Finally, as the adult gradually assumes personal responsibility for the welfare of himself and others, he may encounter problems of adjustment for the solution of which he may need the aid of experienced or specially trained counselors.

Guidance provisions Whatever an individual's guidance needs are, it is to the benefit of society that there be made available to him the services of a person who is specially qualified to assist him in his difficulty. One of the chief functions of the members of the guidance staff is counseling either in group situations or through individual interviews. At the same time, there are many phases of guidance that take place behind the scenes. Moreover, every member of a school staff, in addition to parents and some other community members, is involved to a lesser or greater extent in guidance-pointed responsibilities.

Since money is needed to implement guidance services, we cannot minimize the importance of guidance-minded government officials and legislators who allocate funds for this purpose, and of the citizens who are willing to carry an extra tax burden. Local school trustees or boards of education need to understand and be sympathetic to the establishment of school guidance programs. The kind of programs inaugurated in a school system and the number of services offered also depend on the attitudes toward them of the superintendent of the school and his immediate associates.

If or when a school on any level is encouraged by community leaders to offer appropriate services to its pupils, guidance responsibilities then are distributed according to the relative role in the program of each member of the staff and the training and experience required to carry on specific duties and meet particular obligations. To achieve this purpose, an organizational plan of services must be evolved; whatever is needed to implement the services

must be provided; the effective conduct of the program requires that certain line (authority) and staff (specific service) relationships be established and adhered to, within a reasonably flexible framework.

QUESTIONS AND TOPICS FOR DISCUSSION

1. What is your interpretation of the term *guidance-minded*? Illustrate.
2. Why should one approach the giving of guidance with humility?
3. Recount an experience in your life which exemplified hindsight rather than foresight.
4. Give an example of preventive guidance.
5. List five aspects of a person's personality pattern. Show how these are interrelated in their influence on a specific attitude or form of behavior.
6. Select a person of your own sex and of about your age. Indicate five ways in which the two of you are alike and five ways in which you differ. What are the effects of these differences on your relations with the other person?
7. Evaluate the characteristics which Mathewson suggests that a guidance program should possess.
8. Choose an area of experience and indicate ways in which the physical and mental health of an individual can be injured by three specific conditions that may be present in it.
9. Show specifically what guidance services can do for an apparently well-adjusted person.
10. Cite an example of a teacher who regards organized guidance as a useless fad.
11. Illustrate how emotional disturbances associated with one area of experience can carry over into other areas.
12. Indicate specifically the relation that exists between vocational guidance and other phases of guidance services.
13. Indicate ways in which misguidance might interfere with an individual's development of self-understanding, self-determination, and self-direction.

5

ORGANIZATION AND CONDUCT OF GUIDANCE

It would be impossible and unwise to set up a fixed organizational pattern of guidance services and say *this is it*. Neither should the program be implemented in a particular fashion, allowing no deviation from the suggested scheme. The organization of an effective guidance program should be flexible and the conduct of its services should represent the co-operative activity of all concerned.

GENERAL CONSIDERATIONS

School level, individual needs and community interests, size of school, faculty attitudes, and budgetary provisions—these are some of the factors that are basic to the way in which the guidance services in any institution or school community are organized and implemented.

Patterning of guidance services Schools differ in the extent to which the guidance program is organized according to a definite form or pattern and the extent to which various kinds of services are conducted by specifically assigned personnel. Procedures range from almost complete *decentralization* or *noncentralization* of services, with every member of the faculty supposedly an "expert adviser," to rigidly established *centralization* of authority, permitting no one to function except in his particular area of service. Since schools are attempting to meet the immediate and long-range needs of their pupils, many are recognizing the value of a form of organization that combines the advantages of both the noncentralized and the centralized pattern, minimizing insofar as is possible the weaknesses of each.

Noncentralized services The decentralized form of organization places the responsibility of rendering guidance services almost entirely on the teachers

of the school. Under this plan, guidance becomes relatively informal, and the guidance efforts of the teaching staff show little if any co-ordination. Those teachers who are guidance-minded may give excellent and timely assistance to their pupils; others who are concerned more with their subject matter than with pupil welfare may do little in the way of guidance.

Young people soon learn to know which of their teachers may be counted on to help them out of their difficulties. As a result, a few members of the faculty may come to be regarded as the guidance experts to whom the principal and fellow teachers may send their "problems." In some schools in which this informal kind of guidance has developed, excellent work is done by those members of the staff who, as a result of their interest in young people and their recognized qualities of leadership, are motivated to prepare themselves through further study for a more adequate fulfillment of their guidance responsibilities.

Centralization of authority In the centralized form of organization, the core of the program revolves around a group of specially trained workers whose responsibility it is to co-ordinate the guidance services of the entire school personnel. Most of the guidance activities emanate from the central guidance office or are routed through it. Counseling activities may be engaged in by selected members of the teaching staff under the direction and supervision of the guidance staff. Pupil measurement and the keeping of records become major responsibilities of the guidance personnel, and "experts" have specific duties allocated to them.

Comparison of plans Each form of organization—the centralized and the noncentralized—has advantages as well as disadvantages. If the guidance program is too rigidly and too elaborately organized, there is danger that the structure itself may become more important than the function to be served by the structure. Time and energy devoted to the detailed preparation of records, reports, forms, and other types of clerical work can better be devoted to actual counseling with pupils.

A story illustrating this point is told about a very highly organized guidance program in a large city school. Visitors to the school were duly impressed by the thoroughness of the testing programs, the many record files, and the large number of printed forms used for referrals and reports. The chairman of guidance and ten full-time counselors appeared to be very busy people, concerned with a great many activities. So full was their program that individual conferences with pupils had to follow a definite schedule of appointments. It happened that one of the boys was reported to the guidance office for a serious misdemeanor. Because of the crowded interview schedule, the appointment date given to the boy was about three weeks after his case was reported.

Unfortunately, the boy's continued socially undesirable behavior came to the attention of the police before the three weeks had elapsed. Arraignment

in court and the accompanying unfavorable newspaper publicity not only were extremely damaging to the boy but also aroused much adverse criticism of the school's guidance services. In fact, since the guidance program in this high school was a pilot project, entailing the expenditure of a considerable amount of money, both city school administrators and lay leaders questioned the value of a centralized organization of guidance services. At the same time, the faculty members had come to resent the presence in the school of a closely knit guidance department which, having been superimposed without their approval, had taken over and conducted in a dictatorial fashion the many services for which previously they were responsible. Hence, for many years in this community, guidance of secondary-school students continued to follow a noncentralized pattern.

It can be recognized that the boy's antisocial behavior constituted an emergency that needed immediate attention, requiring the setting aside of planned schedules and other guidance activities. If the guidance services of the school had been more loosely knit, the probabilities are that one of the teacher-counselors would have made this boy's situation her immediate concern and would have taken whatever steps she could in a friendly fashion to bring about a change in the boy's attitude and practices.

Although tightly centralized services may cause a situation similar to the one described, one advantage of an organized guidance program is the likelihood of much less duplication of effort than might characterize guidance activities under the noncentralized plan. If each member of the teaching staff and guidance personnel has allocated to him certain specific responsibilities under the supervision of the guidance head or chairman, no individual will become the victim of contradictory advice on the part of well-intentioned but relatively uninformed teachers.

Combination of plans It would seem, therefore, that in order to be most effective, the organization of a guidance program should follow a plan that lies midway between the extremes of centralization and noncentralization. In such a plan, services are organized so that the purposes of the program are understood by the entire faculty. Certain responsibilities are delegated to specialists, and others are assumed by teachers and other members of the school personnel.

Important assumptions The organization and conduct of the guidance services of a school or school system depend on the understanding of and attitude toward guidance exhibited by all who should be concerned with it. Where there is little or no recognition of the need for guidance, there probably will be little if any attempt to achieve a centralized form of organization. Help given pupils will be incidental, informal, and contributed voluntarily by a few of the teachers. If, however, the school people and the citizens of a community come suddenly to realize that guidance is an extremely important aspect

of education, the school administration, aided by community leaders, may allow enthusiasm to run away with good sense. Needed monies will be made available, building facilities will be provided, a trained guidance staff will be sought, and a guidance engineer will be called in to organize the program. The more intricate and elaborate the organization is, the more satisfied with themselves will be these enthusiasts who have made the program possible. They then present the program to the teachers with an air of saying, "Look what we have done for you. Your troubles are over. Our guidance department will take care of everything!"

Unfortunately, guidance programs thus established and organized usually cause more troubles than they solve. No school policy imposed upon those who are expected to work under it is likely to meet with success. The inauguration of new services should be gradual and should represent the combined efforts of all concerned toward the provision of the best according to the degree of need and an understanding of how that need can be met.

ORGANIZATION OF GUIDANCE SERVICES

Let us assume that in a school of any level there is felt a need of bringing together into an organized plan whatever exists in it in the way of guidance services. How should this be done? There are certain basic principles and procedures that should be taken into consideration, regardless of whether the process of organization is taking place in a small or a large institution, whether it is on the elementary, the secondary, or a higher level, or whether it is local or city-wide.

Basic concepts There are certain fundamental concepts concerning the organization of the program that need to be considered carefully before the actual task begins. These have to do with (1) the purposes to be achieved, (2) the functions to be served, (3) the allocation of responsibilities and the delegation of authority, and (4) the techniques to be utilized in evaluating the ultimate success of the program.

Purposes of the program Any program that is established must be founded upon a clearly and definitely formulated set of objectives. Theoretically, guidance services are aimed at meeting all the needs of all the people. Before a particular program can be inaugurated, however, there must be a practical appreciation of the specific guidance needs of the individual children, adolescents, or adults who are to be served.

Consideration must be given to the influences that are specific for each individual—his racial, national, and family background, his health status, his mental capacity and emotional attitudes, his interests and plans, his rela-

tion to his neighborhood environment and the effect of the environment upon him. In any school population, there can be found many different combinations of these factors. What are they? How prevalent is one or another combination of circumstances? These are questions that need to be answered by those who are planning to organize guidance services for their pupils. The purposes of the program are formulated according to needs.

Functions to be served When the specific purposes or objectives have been determined, the next step is to decide on the specific functions to be performed in order to achieve formulated guidance goals. In one particular school community or during a specific period of time, guidance objectives and resulting functions may seem relatively constant. The organization of a school guidance program cannot remain static, however. Rapidly changing occupational opportunities, improved transportation facilities, and admission into our country of displaced families and others seeking to better their living conditions—all of these tend to bring about population shifts from one community or section of a city to another. Consequent changes in guidance objectives and functions must be effected in the schools or school systems involved.

Many examples could be cited to illustrate the needed flexibility of a guidance program. The entrance of German refugees during World War II, the migration of many Puerto Ricans to the mainland within the recent past, and the more recent admittance to our country of Hungarians who had fled from their homeland have taxed the ingenuity of school people to provide the guidance services which were needed in the areas where these people congregated.

For example, in a particular school having as a sizable proportion of the school population the children of migrants to the community, one guidance purpose is that of helping the pupils become acquainted with community customs and opportunities. The school is charged with the responsibility of acquainting these young people with the ways of their new home environment. The function of the guidance personnel then becomes that of meeting the specific need of these pupils either indirectly, by assisting teachers to adjust curriculum materials in the light of educational gaps concerning citizenship responsibilities, or directly, by arranging field trips for these pupils into the community; by encouraging them to participate in out-of-class activities; and, for those newcomers from other parts of the world who have language difficulties, by helping them master the English language.

Allocation of responsibilities and lines of authority Before the guidance program can be organized, it is important that the guidance interests and abilities of individual members of the staff be discovered, so that specific functions can be allocated according to personal capacity. At the same time, definite lines of authority should be established, so that everyone understands exactly what the relationship is between his duties and those of other staff members. Un-

less these line-staff relationships are understood thoroughly and are followed exactly, young people may be the victims of misinformation or misguidance. For example, one of the special functions of teacher-counselors or grade advisers on the high-school level is to help pupils plan their course programs according to school curriculum regulations. Arranging the program of a pupil in the light of his interests may necessitate waiving one of these regulations. The adviser does not have the authority to make the change. Hence the problem needs to be taken to the dean or the chairman of guidance, who either assumes responsibility for making the change or refers the matter to the principal or superintendent.

Appraisal of the program No matter how carefully and intelligently the guidance program is planned, it probably is not perfect. Guidance is ever changing because of changes in the social order, new pupil needs, and new methods or techniques. Guidance personnel must be alert to the degree of efficacy of their program and ready to make any changes that seem desirable.

Pre-organizational considerations Before plans to organize the guidance program are begun, certain fundamental questions need to be asked and answered. Accurate data should be obtained, but not by the "armchair" technique. Gathering data should be a co-operative project in which all members of the staff participate.

Chief among the points to be considered are the following:

1. What are the pupils' areas of experience that should be served?
2. How many persons and how much time will be needed to implement the program? Are these available?
3. Which staff members are qualified to render the various proposed services?
4. What addition or additions to the staff seem to be needed?
5. To what extent are the members of the staff interested in and willing to participate in the program?
6. Are the members of the staff, including the principal of the school, able and willing to devote the time and energy needed to develop an adequate program?
7. Is there appropriate space available in the building for carrying on the various guidance activities?
8. Will the school budget allow for the expense incurred by the purchase of testing and other guidance materials?
9. Are the parents interested in the projected program and will they co-operate?
10. What is the attitude of the higher school authorities and the community at large toward the expansion of guidance services?
11. How and to what extent can the co-operation of other community agencies be induced?

12. In what ways can the pupils be motivated to recognize the value to themselves of the program, and how can they be encouraged to avail themselves of its services?

Answers to questions like these cannot be arrived at overnight. If and when partial answers favorable to the project are obtained, small beginnings can be expanded gradually, as the community, school authorities, teachers, and pupils are educated concerning the benefits to be derived from such expansion.

TYPES OF ORGANIZATION

The type of guidance finally decided on by the planning committee of the school or school system depends on certain basic factors, such as these:

1. School level
2. Size of school
3. Available facilities

The guidance needs of elementary-school children differ in extent from those of high-school or college students. Hence the programs aimed at meeting pupil needs at different school levels will be organized differently and will include the services of fewer or more guidance personnel, as the case may require. A rural school, a district school, a small-city school, and a large-city school differ in the extent to which facilities and money are available for providing personnel and equipment. Various specific types of organizations will be presented in the following discussion. It must be remembered, however, that the organization of guidance services should always be flexible and adapted to existing school and community needs, interests, and financial status.

Organization of guidance on the elementary-school level The type of organization of guidance services found in elementary schools varies according to the size of the school and the attitude toward guidance displayed by the community and the school itself. At one extreme, there are schools in which no recognition is given to organized guidance, while at the other extreme, highly organized guidance opportunities are made available to all children through the well-planned services of an appropriate and well-trained guidance personnel.

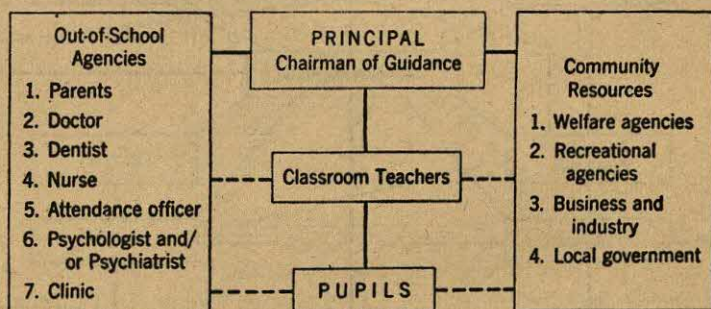
Chapter 4 discussed the purposes, functions, and areas of guidance. In the average-size elementary school (about 125 pupils) these services usually are organized according to the plan illustrated in Figure 1.

The extent to which the school can utilize the services of outside agencies such as those included in Figure 1 depends, of course, on their availability.

There are always parents or guardians, however; they should share with the school in the responsibilities for child welfare that are inherent in the school's guidance program.

In larger elementary schools, the function of heading the guidance program may be delegated by the principal to a trained and personally qualified teacher, who serves as chairman of a guidance committee. The other members of the committee are selected teachers, usually one for every grade. Since relatively few elementary schools are departmentalized according to

Fig. 1. Guidance Organization in an Elementary School of about 125 Pupils



subject areas, it is difficult for the principal to allow released time from teaching even for the head counselor. Consequently, much of the service rendered to the pupils by members of the guidance committee takes place before and after regular school hours and during the teachers' lunch periods.

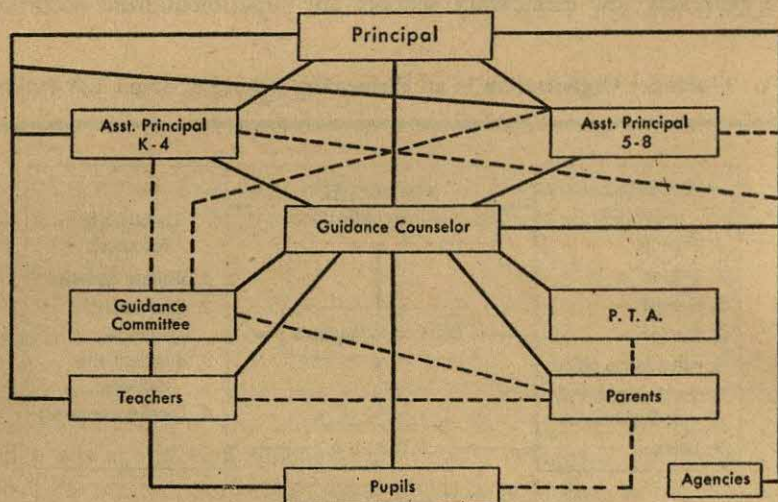
The elementary-school guidance situation is better in small-city schools than in large-city school systems. In an increasing number of the latter, guidance services are provided by all or many of the following:

1. Trained counselors serving on a full-time or part-time basis
2. School-district guidance co-ordinators
3. Attendance officers and visiting teachers, full-time or part-time
4. Remedial learning specialists—reading, speech, etc.
5. Psychologists, psychiatrists, and social workers who usually are attached to the central office of the school system and visit individual schools periodically
6. Appropriate community agencies.

In most elementary schools, however, pupil guidance still remains the direct responsibility of the teacher. The services of available counselors and other trained personnel are intended to supplement the work of the teacher

through such activities as teacher-counselor consultations on the management of difficult classroom situations, referrals of children having serious adjustment problems, guidance of parents, and other areas of service related to teaching-learning situations and conditions in the classroom.

Fig. 2. Guidance Program in an Elementary School



Organization of guidance on the secondary-school level Guidance services on the secondary level usually show a much more definite form of organization than on the elementary level. Extended services both within and outside the school add to the complexity of the organization. Line and staff relationships, therefore, must be drawn exactly and be maintained with little or no crossing over except, of course, in the form of co-operative projects.

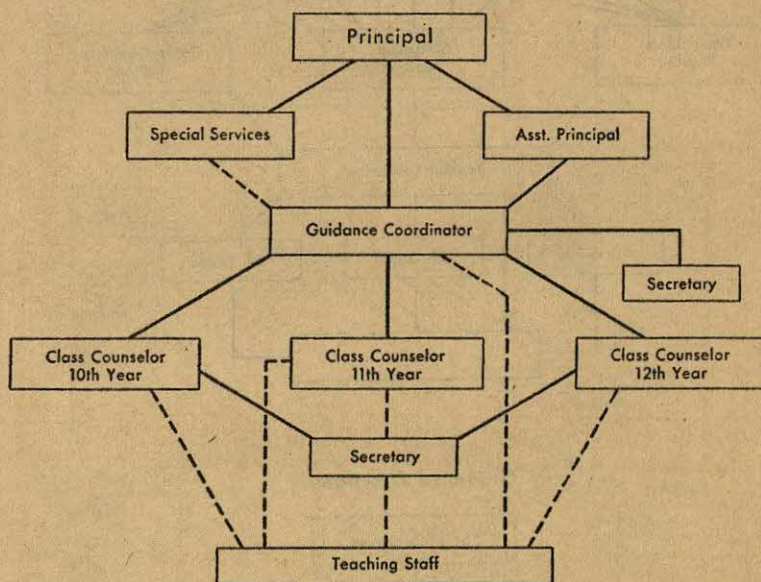
Guidance in small high schools When we consider organizational plans of guidance in junior and senior high schools or in six-year secondary schools, we must keep in mind that we are referring to above-average-sized schools. At present, at least 30 per cent of the high schools in the United States have fewer than 100 pupils, and in 10 per cent of the high schools the pupil population averages less than 50 pupils. In schools like these, guidance services must be organized simply, with the principal and teachers assuming the major portion of responsibility.

There are still small communities having one school building which houses all the children of school age, from the first through the twelfth grade. In some ways, this would seem to be an ideal situation. The supervising princi-

pal and his teachers are well acquainted with all the pupils and parents. The school people can watch the developmental progress of each young person and provide informal guidance when it is needed. Actually, however, in a small school of this type, the disadvantages often outweigh the advantages. Curricular offerings are limited and punitive discipline rather than long-range guidance is often the fate of nonconforming young people.

Since salaries usually are low and opportunities for advancement are slight in these small schools, there is a continuous teacher turnover; those men or

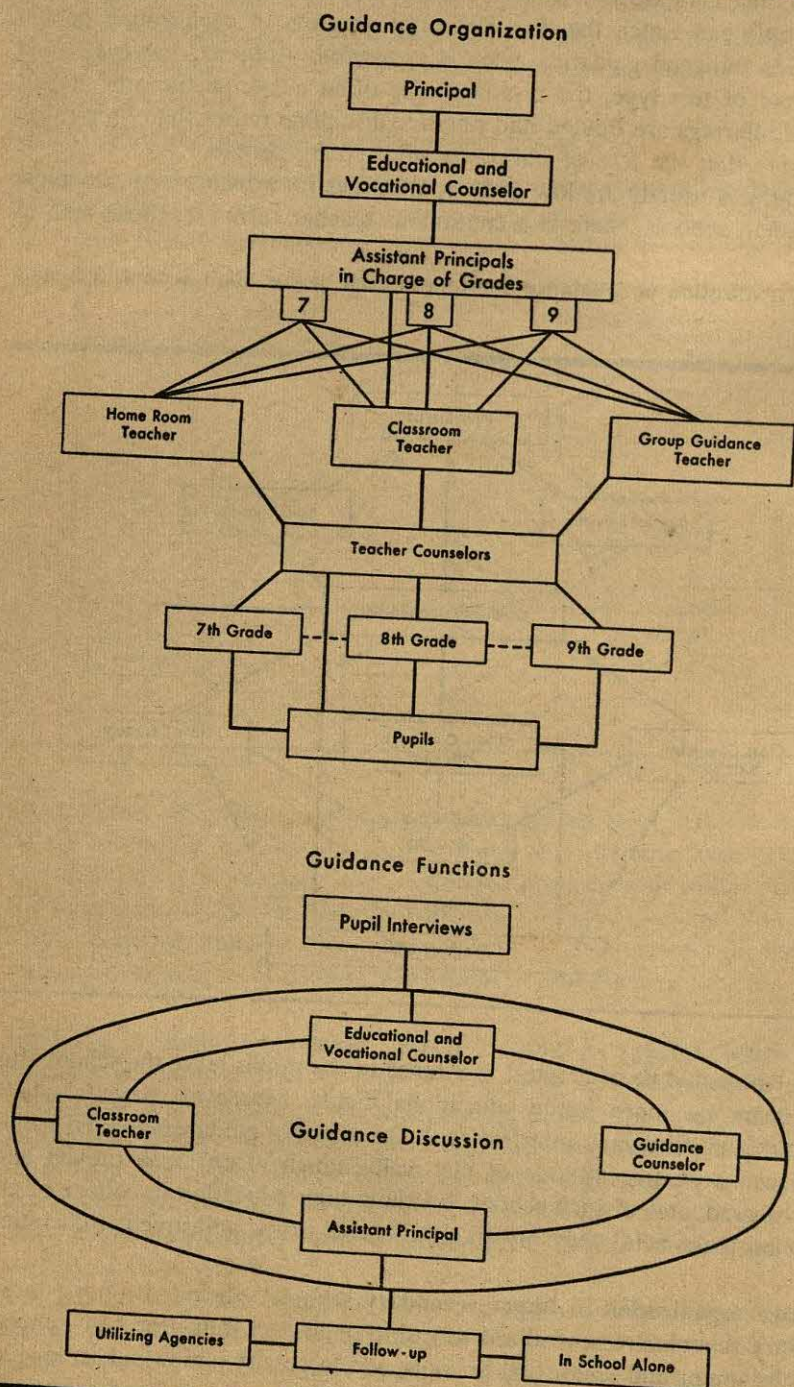
Fig. 3. Organization of Guidance Services in each Senior High School, Schenectady, N.Y.



women who could be of greatest assistance to the pupils leave the school after a few years for more fertile educational fields. Moreover, parental ambitions and jealousies may interfere with the school's guidance-pointed activities. Hence a passive attitude of "let well enough alone" may prevail and, when the graduates of such schools continue their education in college or enter the business field, they are likely to have many adjustment difficulties.

Guidance organization in larger secondary schools Included among larger secondary schools are centralized township or district four-year high schools, small-city junior and senior high schools, and large-city junior and senior high schools. In these secondary schools, the guidance services offered are varied.

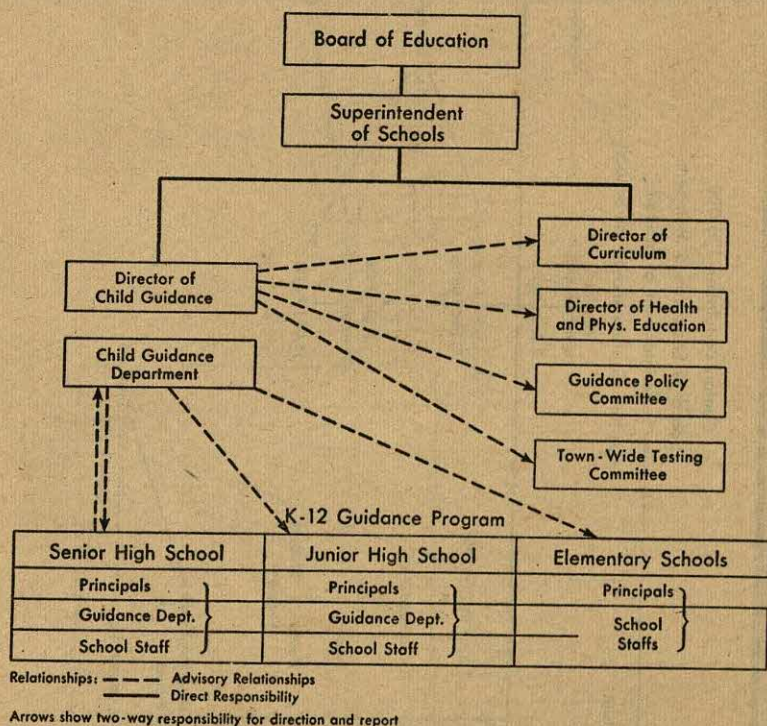
Fig. 4. Organization and Functions of Guidance in a Junior High School, Brooklyn, N.Y.



Some are simple; others extremely elaborate. Compare Figures 3 (Schenectady, N.Y.) and Figure 4 (Brooklyn, N.Y.).

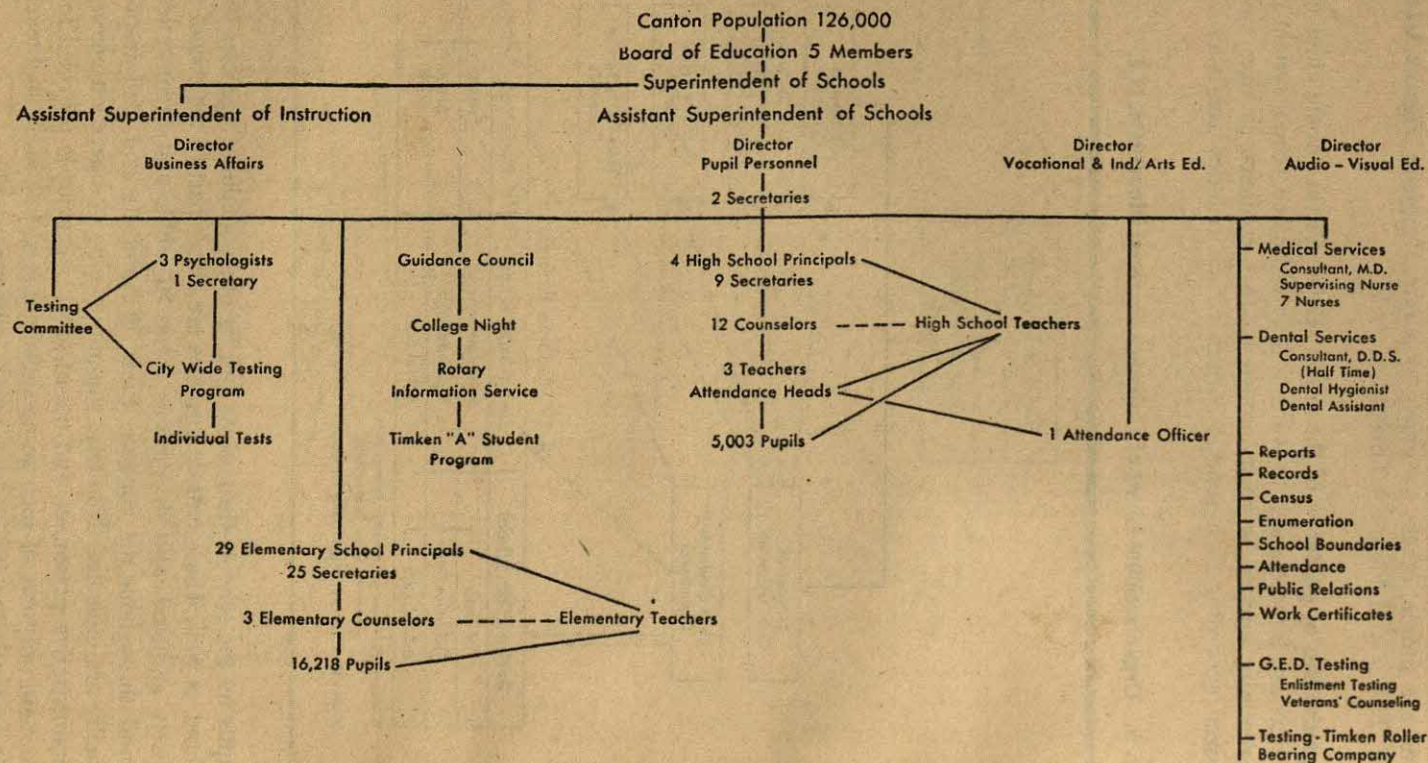
Organization of guidance of the entire school system Some cities or school districts are large enough to warrant a co-ordinated school-system program. Community interest is great enough so that guidance services can be organized according to a general pattern which includes assistance to school

Fig. 5. Organizational Chart of Guidance Services, Bloomfield, N.J.



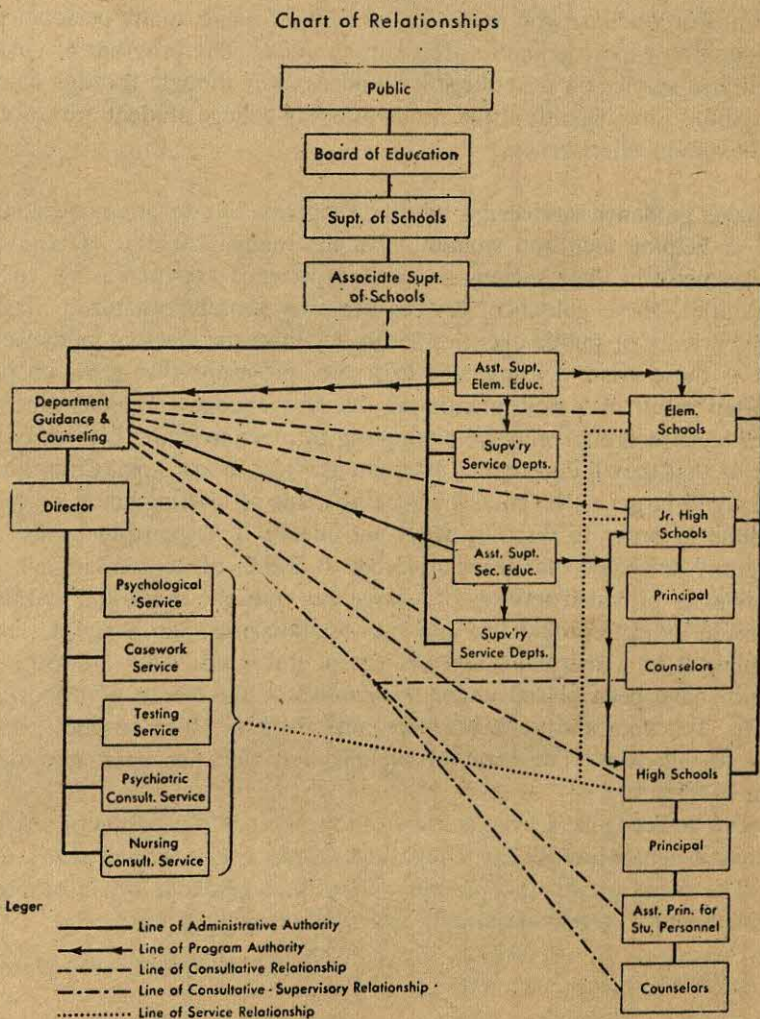
pupils by the schools themselves and by other guidance agencies outside the school as well. These outside agencies are either part of the school system or closely affiliated with it. Various forms of whole-unit organization can be found throughout the country. Lines of authority and staff responsibilities usually are indicated definitely; smooth-running co-operation among schools, administrative personnel, and out-of-school agencies is provided for. One of the main purposes of such an arrangement is to free individual teachers from the responsibility for all of a pupil's guidance needs.

Fig. 6. Organization of Pupil Personnel Services in the Canton, Ohio, Public Schools



The functions and relationships of the persons who contribute to the guidance program vary from school to school. There is a trend toward centralization of certain special services at the headquarters of the school system. These centralized services are then made available to schools of all levels. Each of the individual schools has its own organized program of services as well. Compare Figures 5, 6, and 7, which show the organized guidance relationships of the whole-school system in medium-sized cities.

Fig. 7. Department of Guidance and Counseling, Tucson, Arizona, Public Schools



Organization of guidance on the college level Guidance or personnel services on the college level represent an expansion of services offered on the lower level. Certain aspects of guidance take on new emphases. Planning student programs is an important guidance function in a college rich in curriculum offerings and in which there may be a complex series of required courses and prerequisites. All this is very confusing to the average college student, especially when he must choose his electives. Well-informed faculty members should be available to offer guidance services in this area.

The expanded program of social and recreational activities, including student government, fraternities, school publications, and sports programs, requires faculty guidance and supervision, either direct or indirect. Vocational selection and preparation also are significant factors of college student adjustment. For students who are living away from home, many personal problems requiring expert guidance are likely to occur. The program of guidance or personnel service on the college level needs to be thought through carefully and organized intelligently if the needs of every college student are to be met with maximum effectiveness.

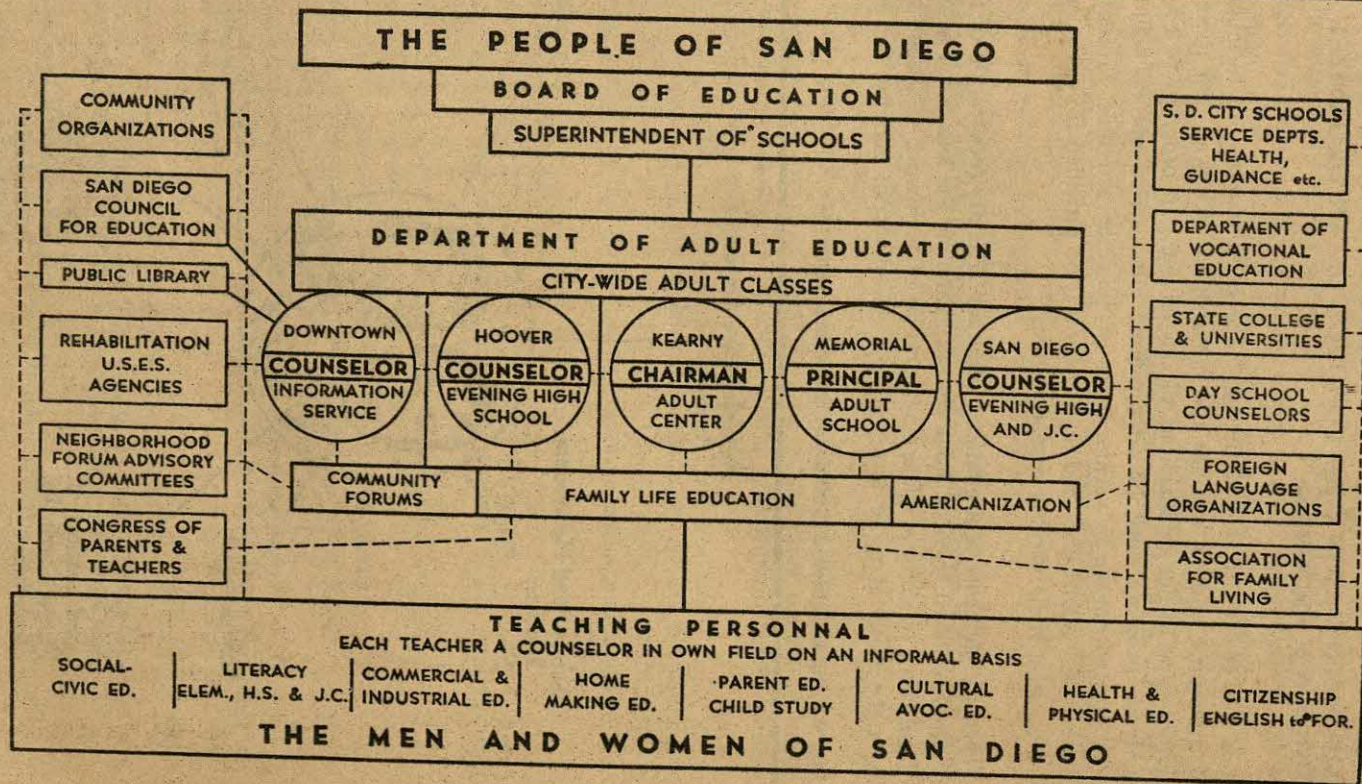
Organizing guidance services for adults Programs of education and guidance aimed at helping men and women solve the many problems of adjustment that may arise in their various areas of experience are increasing. In some communities, these guidance services are very loosely organized, if at all. Various private or public agencies set up facilities for meeting guidance situations as these arise. As might be expected, programs that grow up in this way often result in a well-intentioned but hodgepodge sort of organization.

Such welfare groups may be attempting to meet so many diverse types of problems that they fail to render adequate services in any area. Consequently, especially in larger cities, studies are being made of existing guidance services for adults in order to discover ways and means of organizing facilities and adding any new ones that seem desirable. It is difficult to combine all public and privately provided services of a large city into one organizational pattern that would indicate proper line and staff relationships. San Diego, California, has engaged in a reorganization project of this kind. Adult education and guidance have been placed under the control of the Board of Education of the city. Teachers and guidance personnel work in close co-operation with other city agencies. The form of organization that has been developed is shown in Figure 8.

As can be recognized from a study of this chart, the program of adult education and counseling in San Diego enters into every area of adult experience. The many public and private welfare and guidance organizations that exist in this city co-operate closely with the school program.¹

¹ See Appendix, pp. 431-434, for the Los Angeles organizational plan of guidance from elementary through adult level.

Fig. 8. Counseling Organization of the Department of Adult Education of the San Diego, Calif., City Schools

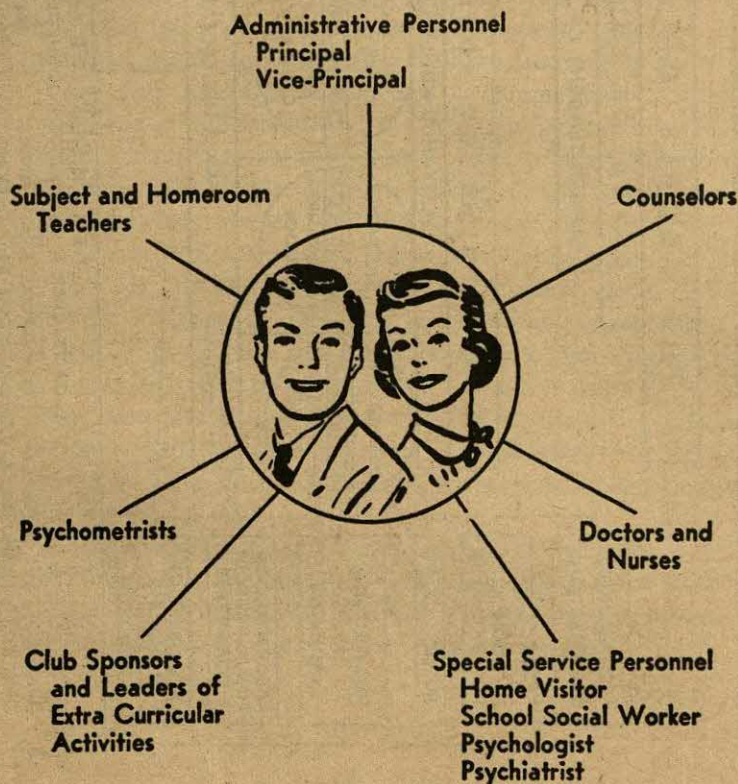


IMPLEMENTATION AND CONDUCT OF AN ORGANIZED GUIDANCE PROGRAM

It is not enough to accept the guidance point of view, to formulate a set of principles, and to organize the program in such way that there will be neither gaps in nor duplications of the services. In order to be effective, a guidance program must be administered and carried out by well-qualified persons who engage in various types of guidance activities. Moreover, adequate space, equipment, and materials must be provided if guidance workers are to meet their various responsibilities.

Necessary elements of a guidance program Faculty recognition of the value of pupil-centered services alone cannot guarantee the successful achievement of guidance objectives. Close co-operation or teamwork is needed to implement the many areas of in-school and out-of-school activity. See Figure 9.

Fig. 9. Pupil-Centered Guidance, Baltimore, Md.



The conduct of city-wide or individual school guidance programs necessitates the provision of the following:

1. The services of a sufficient number of full-time, trained counselors to meet the daily counseling needs of pupils, and to assist them at critical periods in their progress from one school level to another
2. A planned program of group guidance
3. Consultation services for the benefit of school personnel
4. A continuing program of informal pupil study and administration of pupil-evaluating instruments
5. The acquiring and disseminating of appropriate educational, vocational, and other information to pupils
6. Pupil accounting (attendance and census)
7. Guidance of exceptional individuals
8. Full- or part-time employment services in accordance with child labor regulations
9. Co-operation between the home and the school
10. Integration of social, clinical, and other community services with the school's guidance activities
11. In-service training of teachers, counselors, and other personnel, aimed at acquainting them with current trends in education, occupational opportunities, and guidance approaches

Some of the necessary elements of a guidance program are exemplified in the outline of guidance services in schools of Charlottesville, Virginia. As reported to the authors by the Director of Instruction they are as follows:

1. Services to individual students:
 - A. Cumulative record: home and family, school grades, attendance, health record, educational interests, achievement, personality, and extracurricular activities.
 - B. Informational services: occupational, educational, referral agencies.
 - C. Counseling: teacher, parent, child.
 - D. Placement: classroom, remedial, exceptional, withdrawals.
 - E. Follow-up: graduates, drop-outs, within school.
2. Services to groups:
 - A. Preadmission orientation: adjustment to school regulations.
 - B. Post admission orientation: getting acquainted with teacher and other students.
3. Services to teachers:
 - A. In-service training: provide orientation in guidance services.
 - B. Information concerning students: testing program: intelligence, achievement, interest and personality; test interpretation.
 - C. Accept referrals of individual cases beyond the scope of the classroom teacher. These cases are referred to the guidance counsellors and to outside agencies.

4. Services to parents:

- A. Preadmission orientation: contact is made with parents to interpret school experience, to plan ways in which home and school can cooperate, to explain the school program, and to suggest ways parents can help. This is part of the P.T.A. program.
- B. Individual counseling: with parent, child, and teacher.

5. Services to administrators:

- A. Identify student needs: from all phases of testing, counseling, teacher recommendations.
- B. Curriculum construction: assist principal and teachers in curriculum revision, and addition.
- C. Evaluation: study effectiveness of guidance services.

In addition to the above services, the high school has speakers, and conducts field trips which furnish occupational and educational information. There are vocational units taught in the social studies classes. Teacher conferences are held on individual student problems.

The elementary school P.T.A. conducts special study groups with parents for the purpose of interpretation of child needs.

Co-ordination of services A job analysis of any one area of a guidance-pointed program of services would produce a long list of specific activities, some of which might appear to overlap those of one or more other areas. Careful planning is needed to insure both differentiation and co-operation among the various services. To plan for and assign specific duties to appropriate departments or individuals is a responsibility for the whole school system as well as the individual school.

Over-all distribution of services School guidance services organized on a city-wide basis (See Figure 9, p. 68) may be co-ordinated by a central department that works out of headquarters in co-operation with individual schools or by a guidance council comprising representatives from the superintendent's office and selected specific service workers or individual school personnel.

The guidance policies and the over-all organization of services in the public schools of Wilmington, Delaware, as these appear in a guidance handbook for counselors, are presented here as an example of the operation of a central staff unit:

The Wilmington public schools operate on a cooperative basis which encourages the principal and teachers, with the leadership and resources of the central staff, to plan and organize a school in that manner necessary to meet the needs of students. The needs of each school population in some respects are unique but in many respects are similar to the needs of all school groups; therefore, cooperative planning between school unit leaders and the central staff permits maximum efficiency in the operation of each educational unit.

The Department of Child Development and Guidance is a central staff unit. It is employed by principals and teachers to help them help pupils.

Each school operates a guidance program under the direction of the principal. There is a common philosophy and certain overall uniform procedures, but it is the responsibility of each school to interpret philosophy to fit the character of the individual school and the needs of its pupils. The accompanying chart illustrates the overall plan for guidance services and shows many types of special services available to teachers and others in helping meet the needs of children.

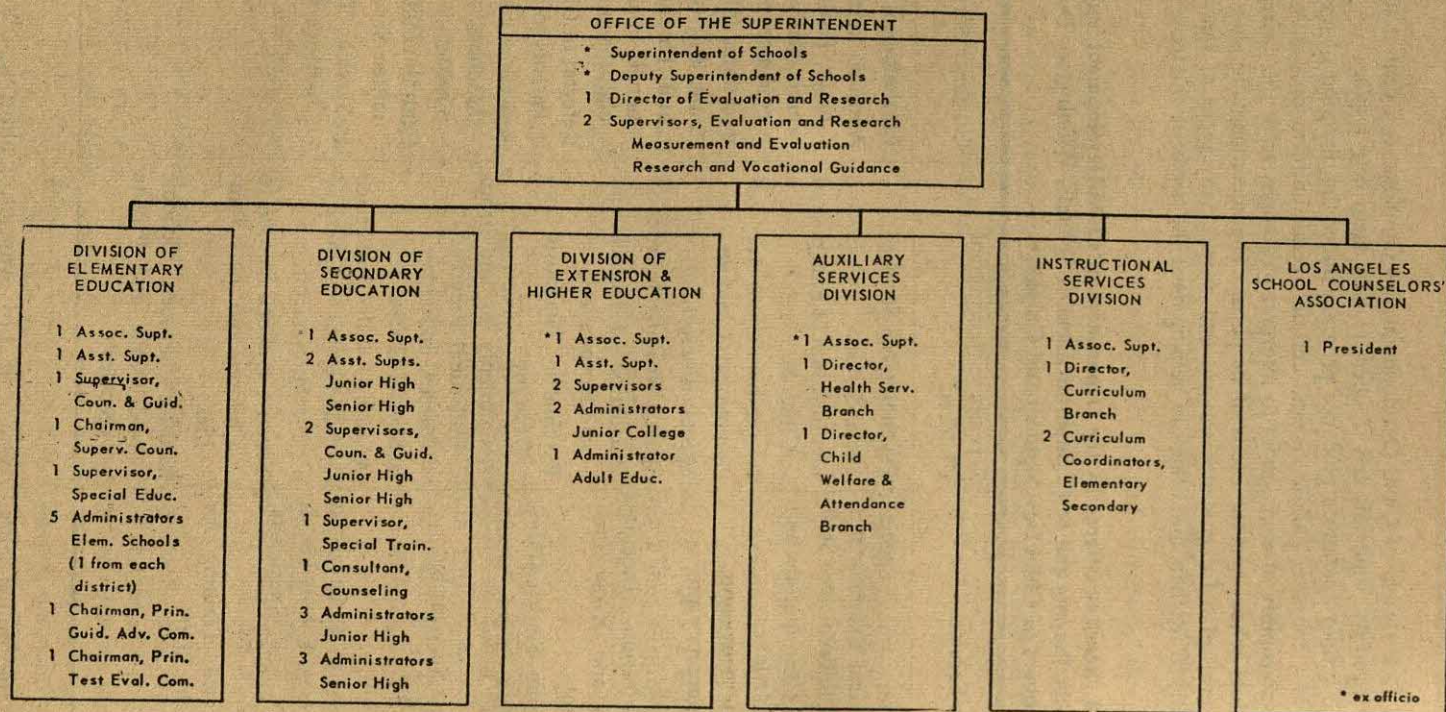
Fig. 10. Services Offered by the Department of Child Development and Guidance to Pupils, Parents and Staff. Superintendent of Schools, Wilmington, Del.
Department of Child Development and Guidance

Health Services	Services to Exceptional Children	Guidance Services
Routine and Special Physical Examinations to Children and Staff	Psychological Service	Psychological Testing
Dental Examinations and Prophylaxes	Social Service	Aptitude and Achievement Testing—Group and Individual (for guidance purposes)
Dental Treatments (Emergency and X-ray)	Identification of Exceptional Children	Vocational information
Immunization, Inoculation and X-ray Programs	Recommendations for Exceptional Children	Counseling of Children and Parents (Educational, Vocational, Social, Personal)
Screening Tests (Audiometric, Eyes, Scalp, etc.)	Speech Correction	Referral of Children and Parents to Specialists
Routine Services by Nurses	Speech Reading Instruction	Assistance to Visiting Teachers or Home Visitors
First Aid	Instruction of Homebound and Hospitalized	Central Guidance Committee Services
Follow-Up Referral to Parents, Family Physicians or Specialists, Clinics, etc.	Psychiatric Diagnosis and Therapy	In-Service Training of Guidance Personnel
In-service Training for Health Staff	Assignments to and from Individual Progress Classes, and Other Special Classes	
	Assisting with In-Service Training for Teachers of Exceptional Children	
	Social Casework Service to Children and their Families	
	Liaison between Schools and Public and Private Agencies	

In the public-school system of Los Angeles, California, the Guidance Council is the co-ordinating body. Figure 11 shows a list of its members. The

Fig. 11. Los Angeles City School Districts: Guidance Council

REPRESENTATION ON GUIDANCE COUNCIL



council meets periodically to discuss matters of common concern. As a result of a recent meeting of the council, a report on the "Status of the Guidance and Counseling Program" was presented to the Los Angeles City Board of Education.

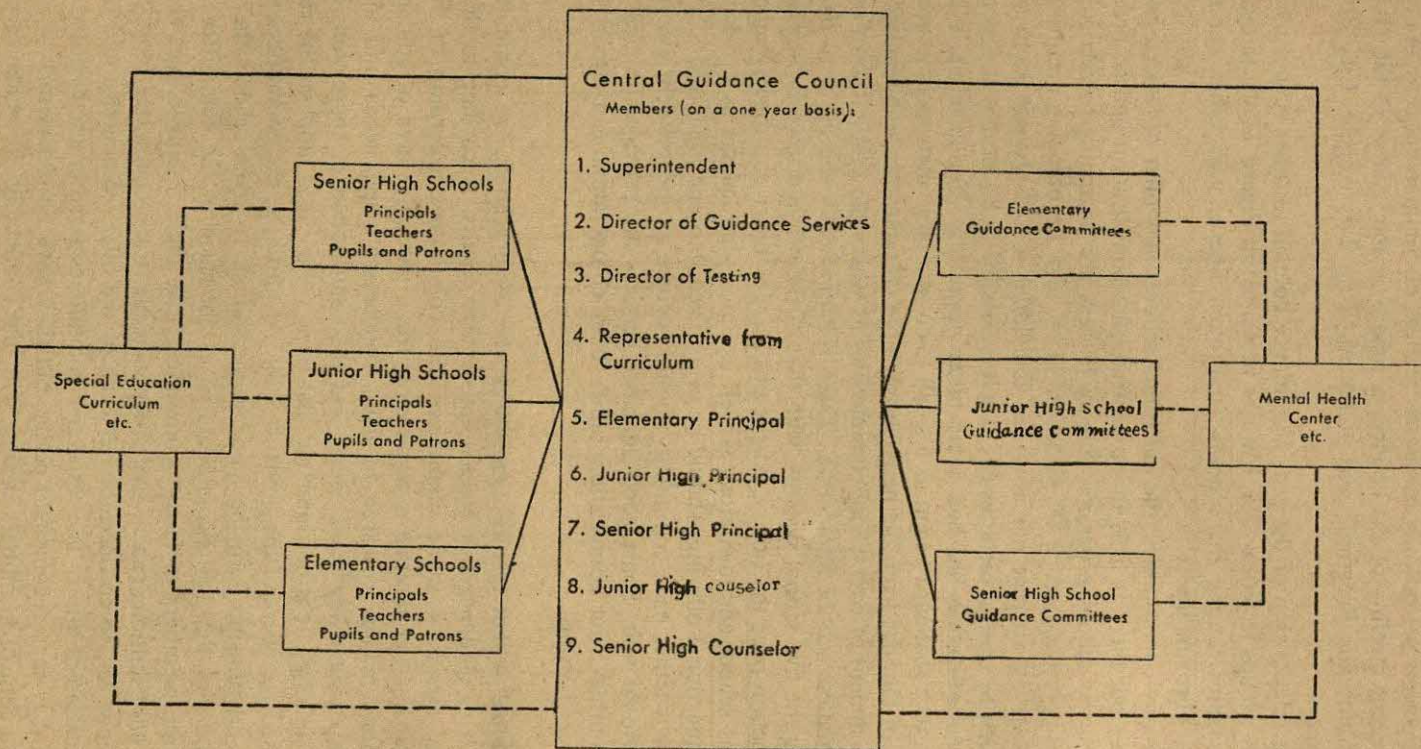
The relationship of the central guidance council to other school and community groups in Sioux City, Iowa, is presented in Figure 12. Note the direct relationships among the schools (unbroken lines), with other community groups (broken lines).

In many communities, the individual schools may offer organized guidance services but there is little or no centralized administration and co-ordination of separate school programs. School leaders are beginning to recognize the increasingly wide scope of needed services, and are planning accordingly. It has been shown that not only can individual schools benefit from services provided by central facilities but also it is possible to do more with less money. Yet, centralization has had some bitter opposition. For example, a city on the eastern seaboard began as a small town in a large metropolitan area. The influx of families from the neighboring large city into this area resulted in the establishment of five school communities of which the original town now has the smallest school population. There is supposed to be close co-operation among the five school systems, with that of the original town having nominal jurisdiction over the others. At present there is bitter controversy among the various school administrators as well as among lay leaders as to whether all the educational offerings should be centralized into one organized school system or whether each community should become an independent autonomous educational unit. Some good guidance services are provided in each of the communities, but competition rather than co-operation is characteristic of their relationship.

Individual school faculty committees In some schools, the committee approach to guidance has yielded satisfactory results. According to this plan, faculty members divide themselves into committees according to their interests. Each committee is responsible for a particular area of guidance. Its functions include research in fields concerning pupil needs and available means of satisfying these needs, and the contribution of suggestions in light of its findings. It is not intended that these committees supplant the regularly assigned members of the guidance staff. At all times, the committees work in close relationship with the guidance personnel. In some schools the various members of the guidance staff serve as chairmen of the committees.

If the members of faculty committees take their responsibilities seriously, their contributions can be extremely valuable. Each committee must be careful, however, to co-operate with each of the other committees and to avoid duplication of effort. The respective committees serve in an advisory capacity only; they may recommend policy, but they have no supervisory or administrative control in matters dealing with the conduct of the guidance program or the activities of the service personnel.

Fig. 12. Relationship of Central Guidance Council to Other School and Community Groups, Sioux City, Iowa



The number of these "standing" committees and their particular areas of activity vary with school level and service needs. The procedure followed in most schools where the committee approach is used usually is somewhat like the plan presented here:

1. The principal, with his assistants, appoints a guidance council of which he is an ex officio member and which includes an assistant to the principal, a head counselor, and at least three other members of the faculty who, by training, experience, and interest, are fitted for membership on the council.
2. The council surveys the various aspects of service that could benefit from special study. Faculty members then are encouraged to serve on a committee of their choice. Depending on the school level and the effectiveness of the guidance activities as currently conducted, all or some of the following may constitute specific areas of study:
 - a. Individual and group administered evaluating techniques
 - b. Improvement in methods of recording, interpreting, and applying information on individual pupil progress
 - c. Provision of information regarding the interests and needs of pupils, teachers, and parents; and the use of library facilities
 - d. Pupils' study habits
 - e. Teachers' homework assignments
 - f. Teacher-pupil and counselor-counselee ratio
 - g. Cocurricular and extracurricular activities
 - h. Community status: cultural patterns, housing, recreational facilities, local work opportunities for students or graduates, health and safety hazards, etc.
 - i. School-home-community relationships
 - j. Occupational training, placement, and follow-up
 - k. In-service guidance training

If every member of every committee fulfills his share of responsibility for the success of the group project, the research contributions can be exceedingly valuable for all concerned: pupils, parents, teachers, counselors, and administrators. Completing a good job consumes time and energy, however. Since much of the activity of a committee takes place outside regular school hours, some faculty members are unwilling or unable to meet their committee obligations. Others, fortunately, go far beyond the line of duty in the amount and kind of service they render.

PHYSICAL EQUIPMENT

Excellent guidance services can be rendered by guidance-minded teachers and other adults under very informal conditions. It is possible to participate

in guidance activities with one or more young people over a soda in the corner drugstore, in the school corridor, or comfortably seated in armchairs in the living room. Whatever success accrues to the participants in guidance situations engaged in so informally results from the fact that the counselors have at their disposal a wealth of information that has been gathered earlier concerning the counselees. Moreover, these informal guidance conferences usually stem from similar activities in the guidance office and later are continued in it.

Guidance offices and counseling rooms The size and number of school rooms set aside for guidance and counseling purposes vary with school level and size of school. Space allotted for carrying out guidance functions in community agencies should be adapted to local needs and available facilities.

No matter how many, how few, how large, or how small guidance offices may be, *they should be friendly rooms*. If the furnishings are simple but attractive, the desks, tables, and tops of files uncluttered, and the general atmosphere of the room quiet, relaxing, and cheerful, young people or adults come to it willingly. They experience a feeling of confidence in the sincerity and co-operativeness of the members of the guidance personnel who are there to welcome them and to serve them.

The kind of spirit that prevails among all who utilize the office is of pre-eminent importance. However, consideration also should be given to certain matters that deal with location of the office; kind and arrangement of furniture; adequacy of filing equipment for records, reports, guidance forms, and similar materials; and sufficiency of testing materials, reference books, and other guidance aids.

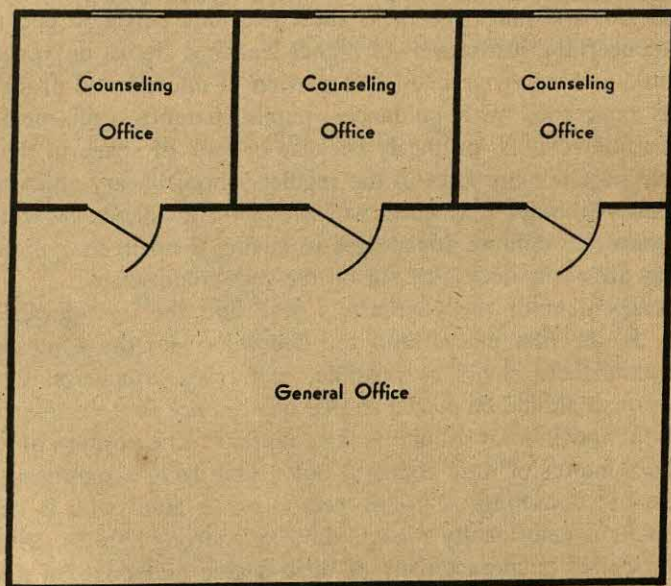
Allocation of room space When the establishment of a guidance program is contemplated, one of the first considerations is the location of the room or rooms to be devoted to the specialized guidance services. Too often the place assigned is a dark, cheerless room that is hidden in a corner of the building and is, consequently, undesirable for other uses. Classrooms should be bright and cheery, but so should the guidance office if it is to become the center (as it should) of pupil and teacher activity. In the newer schools, the rooms allocated for guidance purposes usually are situated on the main corridor of the first floor, close to other administrative offices, so that they are of easy access for all the persons within and outside the school who participate in guidance activities.

There are differing points of view concerning the arrangement of the room space. In order to have privacy for personal interviews, the space can be divided in such way that there will be several private offices as well as a general office. Figure 13 illustrates this arrangement. Special conferences can be held in the small offices and more general matters attended to in the outer office. There is one serious objection to this form of room arrangement, how-

ever: it introduces a note of formalism which may nullify the benefits achieved through the atmosphere of privacy it provides. Especially is this so if seats are placed along the walls of the outer office as a kind of "mourners' bench" for those who are next in line for an interview.

It may be preferable to conduct guidance activities in large, undivided rooms in which counselors' desks are arranged so as to afford some degree of privacy for all. In addition, a long library table can be placed in the room so that pupils can sit there and read or study while waiting to talk to one of the

Fig. 13. Divided Arrangement of a Guidance Office



counselors. If this plan is adopted, there should be a small office located anywhere in the building which can be used by a counselor to conduct an interview with a pupil or a parent who is emotionally disturbed or whose problem is extremely personal and serious.

If the guidance unit consists of two or more large rooms, these should adjoin one another, and passage from one to another should be possible without using the corridor. The activities of a guidance program should be unified in space as well as in purpose. It is regrettable that in some older buildings in which the guidance program was organized after the structure had been built, the various members of the guidance staff have their offices in rooms far removed from one another.

Furniture and equipment of the guidance office There are certain minimal essentials in the way of furniture that should be part of the guidance equipment. These include desks, chairs, filing cabinets, reading table, work table, book shelves, magazine racks, and, if possible, closets for the storage of materials that are not in immediate use. These closets can be located in another part of the building if sufficient space is not available for them in the office.

Different types and sizes of filing cabinets should be provided for the orderly arrangement of record cards, blanks, and other materials that are needed from day to day. It is impressive-looking to have many well-filled filing cabinets. However, maintaining such files may represent no more than a great deal of paper work. The contents of these files serve as guidance aids. Records and reports are necessary but only to the extent that they can help make more functional the actual guidance activities in progress.

Book shelves and magazine racks should contain pertinent and up-to-date materials concerning institutions of higher learning, books on vocations, and other printed and mimeographed information of interest and profit to all the individuals concerned with guidance—pupils, parents, staff members, and others. In some schools, primarily because of lack of space in the guidance office, such materials are kept in the regular school library and can be consulted there. Although it is good to have them available anywhere in the building, there are definite advantages in having them in the guidance room so that they are easily accessible for on-the-spot conferences.

The arrangement of the counselor's desk and the interviewee's chair is important. In the first place, both the counselor and the counselee should have as comfortable chairs as possible, preferably armchairs. Further, the counselee's chair should be placed so that he *does not face the light*. If anyone must have that position, it should be the counselor. The position of chairs may seem to be a matter of little concern, but it may have a significant effect on the success of counseling. A young person or an adult who is being interviewed usually is emotionally stirred; allowing a strong light to strike the face of the interviewee is characteristic of third-degree methods. No matter what the topic under discussion may be, the physical conditions under which the discussion is conducted should be relaxing and physically pleasant.

A general atmosphere of friendliness and cheerfulness in the guidance office can be induced by the presence in it of appropriate pictures, plants, flowers, and other simple but attractive objects. One guidance office is the proud possessor of pictures which represent the work in art classes of some of the more talented students; figures, vases, and smaller useful and attractive articles that came from the ceramics classes; plants donated to the office and cared for by student assistants; also, in season, flowers that come from the gardens of pupils and teachers. In addition, enlarged copies of snapshots of pupil activities, pictures taken by the photography club, and charts constructed by the pupils and dealing with guidance matters have found their way into this guidance office. This large, airy, attractive room is the pupils' room as well

as the office of the guidance counselors; all the pupils feel that they have the right to come to it whenever they are not in their regular recitation rooms or busy elsewhere in the building. A staff of student assistants not only helps to carry on the routines of guidance activities but also takes pride in keeping the guidance office neat and attractive. These student assistants are good publicity agents; they encourage their schoolmates to use the materials in the office and to tell their troubles to the counselors.

BUDGETARY CONSIDERATIONS

The influence of an interested and understanding teacher or counselor on an individual's life pattern cannot be measured in dollars and cents. *Implementation* of an effective program of guidance services, however, requires an adequate budgetary allowance.

Community attitude One of the chief deterrents to a more rapid development in schools and community organizations of adequate guidance programs is their cost. The citizenry can understand and are willing to be taxed for the cost of maintaining instructional facilities for their children, but the concept of guidance services as a necessary part of educational procedure is still too new to be generally appreciated. To the average layman, school guidance may represent no more than a teacher's or counselor's giving his child the kind of advice which he, as a parent, wants his child to have but which the young person, for some reason, will not accept from him.

Well-organized and well-staffed and thoroughly equipped guidance programs are expensive. The initial cost of furniture and basic equipment is sizable. This is small, however, compared to the budgetary allowance required yearly for well-trained and efficient guidance personnel, clerical assistance, testing materials, books, pamphlets, record blanks, and other guidance aids.

Many school systems have wanted to introduce expanded guidance services but have been prevented from doing so because of the hindsightedness of the "city fathers." Only when an apparently critical situation arises are they willing to allot more money for guidance. Even then the allowance is earmarked specifically for what, on the surface, seems to be the existing need. The actual basis of the crisis may be disregarded.

A situation of this kind arose in connection with a recent school budget in New York City. According to a ten-year blueprint for the expansion of guidance services on the elementary, junior-, and senior-high-school levels, the educational budget recommended by the superintendent of schools included the allocation of additional full-time counselors for the elementary as well as for the junior and senior high schools. During the period in which the

Mayor, City Council, and Budget Director were studying the school recommendations, considerable agitation among the lay public was being aroused by a sharp increase in adolescent delinquency. Consequently, generous allowances were made for additional counselors on the junior- and senior-high-school levels, but the positions requested for the elementary schools were dropped completely. This was done in spite of concerted action on the part of alert parents, civic organizations, and educators to convince the proper officials that *preventive* guidance during childhood is one of the best attacks against the development of adolescent anti-social behavior. The general public was demanding *results*; hence there was no money for a new educational "fad." We are happy to report that the 1961 budget goes far to correct this guidance lack.

Budgetary needs Like the much publicized rising cost of living, needed expenditures for guidance services are increasing steadily. The reasons are obvious:

1. The pupil population on all school levels is rising.
2. The spread of the guidance concept throughout the United States is encouraging (a) the introduction of school guidance services in communities where formerly their need was not recognized, and (b) the expansion of existing programs.
3. The cost of materials required to implement guidance offerings is high. For example, a set of 25 test booklets that ten years ago was priced at seventy cents per set has at least doubled in price.
4. Educational leaders are demanding more and better trained counselors and guidance specialists.

Two major factors are responsible for the present shortage of guidance personnel. First, counselor training is expensive; hence most colleges and universities that offer such training programs are forced by budgetary limitations to accept only a highly-selected, small group of available applicants. Second, in many schools or school systems, the counseling load is extremely large (in some instances, one counselor for 1,000 or more counselees). Third, counselors, in spite of their intensive training, serve on a regular teacher's salary schedule.

There is a trend to decrease the counselor's load gradually to a maximum of 300 counselees and to add from \$200 to \$500 to his annual salary beyond that of a teacher. In the foregoing we have been referring to full-time counselors. The situation of teacher-counselors in some schools, especially those secondary schools having no full-time counselors, comes close to being desperate. In addition to conducting three or four recitation classes daily, a counselor may be expected to counsel as many as 1,200 students. Moreover, his counseling responsibilities include educational and vocational advising, assisting each counselee in program-scheduling, helping individual

students solve personal problems, conferring with recitation teachers and parents, making referrals to outside agencies, and keeping in touch with specialists who are working with any of his counselees. In addition, he may be responsible for keeping records, submitting reports, and other forms of paper work.

Relative costs It is difficult to determine exactly what the cost of school guidance should be. Size of school, school level, guidance needs to be met, and available monies are deciding factors. Experts in the field estimate that an over-all average ranging from \$10 to \$20 per pupil annually for all levels and not less than 3 per cent of the total cost for education probably could ensure the provision of adequate guidance services.

One sign of the general concern over this area of serious weakness in our educational offerings is the federal government's provision for public universities and mass higher education. The latest federal action to stimulate schools throughout the United States is the National Defense Education Act approved in 1958. The prime objective of the bill supposedly was to encourage able students to continue their education, especially in science and mathematics. It was designed to serve a much broader purpose, however. As viewed by some of the officials of the Office of Education, its greatest contribution may be the spreading of ability and aptitude testing and of guidance counseling programs through every state. (See Chapter 22.)

In spite of various encouraging guidance trends, relatively large sums of money are spent for the maintenance of penal institutions, hospitals for the mentally ill, and other rehabilitation services. If budgetary allowances were sufficient to give guidance a chance to prove itself, money spent for prevention should pay excellent dividends by decreasing the amounts needed for curative and penalizing purposes. More important than the financial economy involved are the expected outcomes of a better adjusted and happier citizenry. As public opinion comes to demand, and government officials thereby are enabled to appreciate, the function of guidance in education, the result will be a continuing loosening of federal, state, and community purse strings for the purpose of providing adequate guidance services for every American.

QUESTIONS AND TOPICS FOR DISCUSSION

1. Evaluate the relative merits of the centralized and the noncentralized plans of guidance organization.
2. Show which advantages of each plan could be incorporated in a "mixed" plan.

3. Define each of the following terms: guidance, personnel services, counseling, line authority, staff functions.
4. Name three specific types of guidance services that are common to all school levels. Show the differences in emphases that should characterize guidance efforts on each of the respective levels.
5. In what ways does community attitude affect the offering of guidance services by the school?
6. What are some of the specific cost factors that need to be considered?
7. Defend the thesis that all members of the school staff should share in the planning of the organization of guidance.
8. Why is it important that lines of authority be understood by everyone participating in the program?
9. Why might it be undesirable for guidance services on the elementary level to be too definitely organized?
10. Try to recall the guidance services offered in the elementary school which you attended. How were they organized?
11. How were they organized in the high school you attended?
12. Visit an elementary school in your community. Draw a diagram of the organization of guidance in that school.
13. Visit a high school and make a study of the organization of its guidance services.
14. Study the organizational plans of high-school guidance services presented in this chapter. Which of them do you like best? Explain why.
15. Outline the guidance program of a college you have attended or of the college you now are attending. What guidance lacks, if any, do you find? In what ways do you think the services should be reorganized?
16. What are the dangers inherent in too elaborate an organization of the guidance services for a school or a school system?
17. What may be missing in a guidance program if there is an overabundance of filed material?
18. If possible, find the cost per pupil for guidance services in the schools of your community. Compare that figure with the per capita cost for rehabilitation purposes in the same community.
19. Who should provide the largest percentage of money needed for financing the guidance program of a school system—federal, state, or community government? Defend your position.

6

RESPONSIBILITIES OF GUIDANCE PERSONNEL

The organization and implementation of a guidance program presupposes the presence, both in the institution and directly associated with it, of men and women who are well qualified personally and fitted by training and experience to fulfill their special responsibilities in the program. These responsibilities are many and varied. It is the duty of each co-operating member of the guidance personnel: (1) to know exactly what are the general and specific kinds of services to be rendered by the school or other institution; (2) to understand thoroughly the kind and extent of activities in which he should engage as related to the duties of his co-workers; and (3) to be prepared to deal with his specific responsibilities as effectively as he can with a minimum of duplicated or wasted effort.

DISTRIBUTION OF GUIDANCE RESPONSIBILITIES

The specialized guidance responsibilities of the various staff members are interpreted differently in different schools. The size of the school or school system determines the number and kinds of duties that are allocated to one particular person. No matter what the distribution of duties, no matter how extensive or narrowly prescribed the job of a guidance worker may be, one guiding principle of responsibility should be understood and strictly adhered to: *Each member of the staff must know and stay with his particular job, refraining from engaging in guidance or counseling activities that rightfully are the respective responsibilities of his fellow workers, except as he co-operates willingly and intelligently with all or any of these others in situations that require such co-operation.*

Various aspects of school guidance A comparison of the organizational charts presented in Chapter 5 reveals that programs of guidance may differ in elaborateness of offerings, in line-staff relationships, or in general and specific emphases. Yet, certain aspects of guidance are common to all schools in which formal programs have been organized and are conducted. Usually included among a school system's basic services are: determination of learning readiness, general or specific; study of personal attributes, attitudes, and interests; adjustment of curriculum materials or programs of study; orientation to a new school; encouragement toward participation in out-of-class activities; attempted solution of pupils' problems dealing with home or social relationships or with leisure-time activities; vocational guidance and further educational preparation.

In many school systems the relation of guidance personnel to guidance needs is implicit in the functional objectives of their pupil guidance services. For example, the purposes to be served by the guidance and counseling program in the Des Moines (Iowa) public schools are:

1. To collect facts necessary for understanding the growth experience, interests and needs of the individual pupil at successive school levels.
2. To organize and record these facts so that they can be interpreted and made available for the continuing use of educational personnel, parents and students.
3. To use an agreed-upon common terminology at all school levels when discussing a student's record with the student, his parents, college representatives, and/or business and industrial personnel.
4. To make available pertinent educational, personal, social, and occupational information through group guidance, individual counseling service and literature.
5. To provide for each pupil a personal counselor to serve as a friendly consultant from whom the pupil may expect to receive reliable assistance with his educational, personal, social and occupational problems.
6. To plan cooperatively with each pupil a program of experiences which will utilize his abilities, capitalize upon his interests and satisfy his needs.
7. To draw parents into the consultation and planning at every opportunity.
8. To utilize all available resources in school and community activities and facilities to assist in carrying forward the developmental plan.
9. To help pupils to make the transition from one experience level to the next as easily and efficiently as possible.
10. To make possible the revision of each student's plan as necessary, with emphasis upon the 9A and 11A semesters as key points for restudy.
11. To provide for the continuous professional growth of all teachers and administrators in the understanding, improvement, and revision of the guidance and counseling services.
12. To promote better understanding by teachers, administrators and pupils of the constantly changing community opportunities which pupils may use while they are in school and specifically include in the planning for their life after leaving school.

At first glance, providing for these areas of guidance needs may not seem to constitute too great a task. However, translating general goals into specific accomplishments requires the co-ordinated efforts of a fully equipped guidance staff. A detailed listing of the many duties involved in meeting all the guidance needs of all the students would cover many pages. Later in the chapter, we shall discuss some of the specific responsibilities of various members of the guidance personnel.

Allocation of guidance responsibilities As one considers the many specific guidance functions that are included among the responsibilities of members of the guidance personnel on any level, there is a growing conviction that these responsibilities cannot be fulfilled effectively through a haphazard allocation of duties. Each member of the staff should be given a specific task to perform, and he must be able to envisage his job in its relation to the entire guidance program.

A community-wide program of school guidance services usually includes the following relationships: administrative, supervisory, consultative or advisory, co-operating, and direct service. Reference to the charts in Chapter 5, figures 5-8, will alert the reader to the various general patterns of direct versus indirect responsibilities and line-staff relations. In some school systems the guidance services of individual schools are co-ordinated by a thoroughly trained, experienced director of guidance, while within the general framework each school has relative autonomy in meeting the guidance needs of its pupils.

The various service relationships that characterize the guidance offerings of a whole school system exist also in the fully-staffed guidance program of an individual school. The personnel involved in these direct and indirect guidance relationships are:

1. The principal and his assistants
2. A guidance chairman, co-ordinator, or dean
3. Home-room prefects and recitation class teachers
4. Teacher-counselors
5. One or more certified full-time counselors
6. Specialists in specific areas of service:
 - Attendance officer
 - Social worker or visiting teacher (full-time or part-time)
 - Psychologist (full-time or part-time)
 - Psychiatrist (part-time)
 - Doctor, dentist, nurse (full-time or part-time)
 - School-court liaison attaché (part-time)
 - Vocational and placement counselor (secondary schools and colleges)
7. Parents
8. Community health, welfare, and guidance agencies

ADMINISTRATION OF GUIDANCE SERVICES

The primary function of an educational administrator, whatever may be the scope or level of his authority, is to further the development and adjustment of all those for whose welfare he is responsible. Hence the superintendent of a school system, the principal of an elementary, a junior high or a senior high school, or the president of a college is the administrative head of its guidance program. In smaller schools, he may need to assume counseling duties as well. In larger schools and in post-high-school institutions, the details of administering guidance services usually are delegated to qualified members of the staff.

Administrative responsibilities The fundamental responsibilities of an administrator in respect to the guidance program include:

1. Knowledge and acceptance of the basic philosophy and principles of effective guidance services
2. Leadership in the organization and reorganization of the services
3. Encouragement of a guidance-pointed attitude among the members of the entire staff by means of one or another form of in-service education
4. Selection and assignment of qualified guidance personnel
5. Direct or indirect supervision of guidance activities
6. Provision, within budgetary limitations, of space, equipment, and materials needed to implement the program
7. Activation of periodic appraisal of the program's effectiveness

The final responsibility for the success of a guidance program rests with the administrator. Best results usually are achieved, however, when he encourages the co-operation of other personnel in the exercise of his duties. Among the staff members can be included heads of subject departments, school secretaries, librarians, the school custodian and, of course, the guidance workers themselves.

In-service guidance training of teachers Provision for the in-service education of all faculty members is an important function of the school head. This can be accomplished through faculty meetings, individual conferences with the more resistant teachers, personal example, provisions made for qualified persons to give short courses held on the school campus dealing with the fundamentals of guidance, and encouragement of teachers to enroll at neighboring colleges or universities during the school year for courses in guidance or in guidance workshops during the summer vacation.

In many school libraries at least one section contains materials for use by faculty members. Books and pamphlets dealing with child development,

guidance approaches, and related topics are finding their way onto these "teachers' bookshelves." Of value also are some excellent films portraying ways in which young people can be helped toward the solution of their problems. (See film list in Appendix.) During the course of a school year, two faculty meetings can be devoted to the review and discussion of new books in the guidance field or to the showing and discussion of appropriate films.

Selection of guidance personnel All but a few of the states have formulated minimal study and experience requirements for the certification of full-time school counselors. (See Appendix, pp. 420-429.) In their selection of guidance personnel, therefore, school administrators are limited somewhat in their choice of such counselors. Most schools, however, utilize the services of teacher-counselors, as well as or instead of full-time guidance workers. Hence it becomes the responsibility of the head of the school to select qualified persons for part-time guidance activities.

Insofar as is possible, part-time teacher-counselors should be selected from among the members of the school staff. The persons chosen should have given evidence in their teaching of interest in and understanding of their pupils, gained pupil confidence and faculty respect, demonstrated superior teaching ability, and continued their studies in the general field of education and in guidance and related fields specifically.

Selecting the guidance staff is not an easy task for an administrator. In every school or other institution there are persons who consider themselves better qualified for a special responsibility than those chosen. Some teachers or other workers assigned to a regular schedule of duties seem to feel that the release from routine assignments for others in order that they may participate in special activities constitutes a lighter program of duties for these individuals. Consequently, we hear too much talk about the "guidance racket." What these malcontents do not realize is that one period per day assigned to grade advising, for example, may necessitate devoting much more than that period, in before-school and after-school sessions, to individual counseling, preparation of records, parent conferences, and similar activities.

Inability to recognize that a special assignment may not constitute a "soft job" is not limited to school people. In New York City, certain qualified men in the police department are assigned to special duty as members of the department's Juvenile Aid Bureau. These men do not "walk a beat." Their activities include working with delinquent young people, parents, and community agencies. They must have special training; their working hours are long and irregular; they often are exposed to physical danger as they attempt to rehabilitate knife-or-gun-toting boys. Yet, some regularly assigned policemen resent their JAB confreres.

For example, a conscientious, able member of the Juvenile Aid Bureau was assigned to the schools of a difficult neighborhood. His co-operation was much appreciated by the schools which he served. On one occasion, however, when

two regular policemen accompanied an ambulance to the school to take charge of an injured student, one of these men remarked as he panted his way up the stairs to the gymnasium, "Where's _____. He's got a soft job. I bet he's never climbed these stairs. All he does is stand around and talk. Pretty easy, I say." Actually, the speaker would have been extremely unsuited for the kind of guidance activities in which the policeman he envied was participating.

It is this kind of expressed or felt attitude that increases the difficulty of administrative selection of guidance personnel. The person chosen must have established good working relations with fellow teachers if he hopes for their co-operation in his new assignment. If it is necessary to bring guidance personnel to the school from outside, opportunities should be afforded the school faculty to become acquainted with the new staff members before they arrive. Anyone coming into a new situation of this kind should be the type of person who understands human nature and the possibility of resentment toward a newcomer. He should move slowly in his assumption of any authority with which he has been invested until he has earned the respect and the confidence of his new co-workers.

Supervision of guidance activities The administrative head of the school should apply the same principles of supervision in his relations with the guidance staff that are desirable in his supervisory responsibilities for the entire faculty. He should be amenable to suggestions made by the counselors in matters concerning curriculum changes or expansions, pupil curriculum adjustment, or the introduction into the school program of any procedures or activities which will be of value to some or all of the pupils. He should be ready to attend and contribute to guidance staff meetings or to be available for conferences with counselors concerning guidance matters. He should be alert to any differences of opinion between teachers and the guidance personnel or any displayed lack of co-operation on the part of either group. In short, the administrator's influence should be pervasive through all of the school guidance activities, but his attitude should never be dictatorial or destructively critical.

THE CO-ORDINATOR OF GUIDANCE SERVICES

For any guidance program to function smoothly and successfully, it is imperative that the various services be co-ordinated by a director of guidance for the entire school system or by a dean, a chairman of guidance, a head counselor, or a guidance co-ordinator attached to an individual school. In those elementary schools having an organized guidance program, the person in charge usually is called the head counselor. In secondary schools and col-

leges, the official co-ordinator of guidance or personnel services is the dean or chairman of guidance. The use of the term *dean* may be confusing, however, since in some educational institutions the dean is the disciplinarian.

Responsibilities The director of guidance of a whole school system can be regarded as a liaison officer who, working out of the central office, co-operates with the personnel of individual schools in providing special services for them and in helping guidance departments improve their program offerings. The remainder of this discussion is concerned with the work of the school guidance co-ordinator or chairman.

With the approval of the principal and in co-operation with his staff, the co-ordinator establishes the guidance policies and implements them. He assists other staff members in solving difficult problems of adjustment; he keeps the teachers informed about the activities of the program, and enlists their co-operation in matters such as making referrals and administering remedial measures; he maintains an attitude of friendly interest in and co-operation with pupils; directly or indirectly, he supervises testing programs, pupil admissions, pupil programing, and out-of-class pupil activities; he meets and discusses with parents their children's interests, plans, and problems; and he serves as the liaison officer between the school and other community agencies.

Personal qualities A person who is interested in young people, who has leadership qualities, and who does not resent hard work and much apparent failure is guidance chairman material. The co-ordinator's responsibilities are many, his hours are long, and his degree of patience must approach that of Job. He must be all things to all people. He must be able to meet a frown with a smile and to remain calm and emotionally controlled amidst unbridled emotionalism on the part of pupils, parents, or teachers; he must at all times be tolerant, understanding, objective, self-possessed, co-operative, and ready to pour oil on troubled waters. At the same time, he must be a human being who has known what it means to endure suffering, to face disappointment, to take unjust criticism. His own experiences should serve to make him sympathetic toward the weaknesses of others. Above all, he must know how to meet his own emotion-arousing problems of adjustment and to solve them with a reasonable degree of objective behavior.

The co-ordinator should always maintain an attitude of cheerfulness born of sincerity and a desire to serve. Although he may sympathize with an offender, he should not condone the offense. By precept as well as by example, he should strive constantly to encourage attitudes of honesty, industry, co-operation, and other high ethical standards among those with whom he is associated.

Guidance and discipline One activity that should not be included among a guidance co-ordinator's duties is that of administering punitive disciplinary

measures to recalcitrant young people. As a matter of fact, no counselor should be expected to assume this responsibility. The fulfillment of the avowed purpose of guidance is defeated by such practice. This does not imply that the guidance approach should be sentimental or that counselors condone anti-social behavior and are advocates of soft pedagogy. On occasions, the best interests of a pupil are served through firm and objective treatment of him and his problem, but the young person must be made to realize that his counselor is trying to help him, not punish him. The attitude of pupils toward the guidance staff should be that of confidence, friendliness, and a desire to seek help from these adults who are kindly disposed toward them and interested in their welfare. The guidance office should be a room to which pupils come willingly, even eagerly. These pupil attitudes cannot be maintained if the guidance personnel become associated in the minds of the young people with reprimands, scoldings, or punishments administered for the infraction of school rules or other forms of misbehavior.

There should be some person connected with the school whose function it is to handle routine discipline problems. This person should not be a martinet, but being summoned to his office should be an experience which most pupils will want to avoid. The disciplinarian should be guidance-minded and acquainted with the guidance services of the school. As he takes care of such relatively routine matters as cutting classes, losing books, being late to school or to recitation class, failing to co-operate with teachers, and any of the hundred and one other matters that may come to his attention almost daily, he should be alert to symptoms of maladjustment which require the services of expert counseling. These cases should be referred to the co-ordinator so that he can give whatever help may be needed.

Rewards There are many compensations for work well done in this professional field besides the monetary rewards, which are usually small. A pupil's appreciation of efforts in his behalf that may be expressed years after the service was rendered, the gratitude of parents, and the observable evidences of desirable development on the part of young people who have benefited from or are in the process of responding to guidance help—these are gratifying outcomes of expenditures of energy.

THE SCHOOL COUNSELOR

At present, many schools can afford the services of no more than one full-time, state-certified counselor. In some schools this person assumes the responsibility of co-ordinating the guidance services in co-operation with part-time teacher-counselors. In other schools, depending on size and available personnel, the co-ordinator of the guidance services is the vice-principal or an

administrative assistant in charge of guidance. The direct counseling services are rendered by several full-time counselors or by a staff of teacher-counselors.

Assignment of responsibilities In a well-organized guidance program on the elementary-school level, several members of the staff are selected to implement the guidance services needed on the different age levels. A head counselor may exercise an over-all responsibility for the work, assisted by other part-time teacher-counselors each of whom co-operates with the teachers of the lower grades, the middle grades, and the upper grades, respectively. On the junior- and senior-high-school levels, selected teacher-counselors or grade advisers are assigned a certain number of pupils (usually on a grade basis) for the guidance of whose educational and personal development they are responsible.

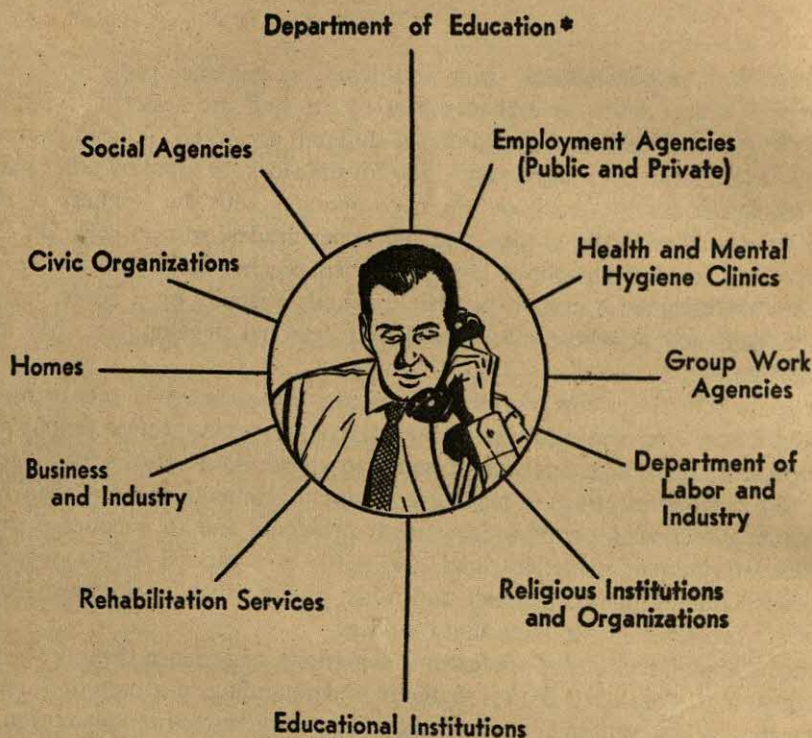
In some school systems, certified counselors are assigned to two or more schools. These counselors (1) assist teacher-counselors in meeting serious pupil problems, (2) make referrals of pupils to appropriate out-of-school agencies, (3) conduct meetings of teacher and parent groups to improve their understanding of young people's adjustment problems and to encourage their practice of guidance principles, and, (4) serve in a general liaison capacity between a school's guidance staff and other groups, such as administrators, teachers, specialists, and community leaders.

Since preadolescents and adolescents sometimes experience deep problems of adjustment, they need the sympathetic understanding of a man or woman whom they know well and in whom they have confidence. For this reason, it has become a practice in many junior and senior high schools to have the counselor begin his counseling of a group of students when they enter the school and continue with them until they are graduated. Accordingly, a warm personal relationship can develop between the counselor and his counselees.

A procedure followed in schools fortunate enough to provide two counselors—educational and social—for each grade group involves having a fixed first-year educational counselor who is well acquainted with techniques of effecting transition between school levels and who is familiar with the adjustment problems of entering pupils. Under this scheme, the first-year social adviser (who cares for the out-of-class activities and personal problems of pupils) becomes their educational adviser for the remainder of their stay in the school. There is also a fixed social adviser for the senior year who takes care of all the details of graduation, final records, and some after-graduation plans. In this way, each pupil has one counselor who stays with him throughout his course, and several others who help him in specific situations.

Full-time vs. part-time counseling Most teacher-counselors serve on a part-time basis. They are released from one or two periods of teaching per day, and sometimes from home-room or other duties. Others give full time to counsel-

Fig. 14. The Counselor and His Contacts, Baltimore, Md.



- * Administrative Personnel
 Bureau of Measurement and Research
 Counselors in Other Schools
 Curriculum Bureau
 Department of Aptitude Testing
 Department of Health and Physical Education
 Department of Special Education
 Department of Special Services
 (Home Visitor
 School Social Worker)
 Medical Services—(Doctors and Nurses)
 Subject Supervisors
 Teaching Personnel

ing. There are disadvantages in the latter arrangement. Spending a full day, week by week and school year by school year, in guidance and counseling activities may cause the counselor to lose contact with the classroom situ-

ation. An attitude of detachment from classroom learning may lessen his efficacy as a guide to young people who spend most of their school day in a classroom. Personal participation is an excellent basis for understanding of and sympathy with problems of classroom management and activities.

Something should be said also, however, about the difficulties that may develop as the result of a teacher-counselor's attempt to meet successfully the two different types of activities embodied in classroom and guidance-office responsibilities. He may come to feel that he is running around in circles, that he is failing to achieve success in either area of responsibility. He may be in the middle of an important conference with a parent or a pupil, or not quite finished with another phase of guidance activity, when the bell rings, and he must jump and run! Many of his guidees may not be free to see him during his scheduled counseling periods; this means arranging to meet these pupils either before or after school hours.

Activities of the school counselor The specific activities of the school counselor are legion. Every new school policy or curriculum addition or expansion appears to add to his already too-heavy load. The many aspects of his responsibilities include the health, educational, social, and vocational needs of each of his pupils. The counselor participates in the administration, correction, and recording of tests and in the interpretation of testing results. He is responsible for giving careful and accurate help in pupil programing. He meets parents and representatives of outside agencies interested in one or another of his pupils. (See Figure 14.) He confers with the co-ordinator, his staff associates, and other teachers concerning matters that deal with his guidance functions. He sponsors pupil activities and guides pupil-initiated projects. He engages in guidance in group and individual situations. As the co-ordinator of services is all things to all people connected with guidance services, the counselor is all things to all members of his pupil group and to everyone interested in individual pupil welfare. (See Appendix, p. 437.)

In the descriptive reports of guidance programs received by the authors from schools and school systems throughout the country there were included long detailed lists of the duties of a counselor. In Wilmington, Delaware, for example, the Guidance Workshop developed a list of the *general* duties of each counselor and, in addition, a breakdown of the specific responsibilities of the counselor on respective school levels. The list of the general duties of each counselor is presented here:

General—Each Counselor

Assists in familiarizing new classroom teachers and other school personnel with guidance services available.

Participates in an Orientation Program for entering pupils and assists in articulation; attempts to establish proper rapport between school and pupils; assists in development of desirable school, home, and community relationships.

Develops a counselor's folder for each new pupil to be added to as time progresses.

Explains various school records that are unfamiliar to pupils—with special attention to new pupils.

Assists in furnishing information for keeping permanent records up to date.

Administers or assists in the administration of tests used for guidance purposes. When desirable, interprets results to pupils and parents.

Obtains as much of an objective measurement of a pupil's abilities, interests, aptitudes, and physical characteristics as possible.

Assists each student (and/or parents) to plan his course of study and elect courses that will enable him to attain his highest level of efficiency and satisfaction and to meet his educational and vocational needs and plans. A minimum of one unhurried conference a year with each student will be arranged with as many more arranged as needed to meet contingencies that may arise.

Gives assistance and counsel through interviews with each pupil to enable him to understand himself and his problems.

Maintains close contact with school nurse in all health problems of students. Arranges for modified schedule for pupils with health problems. Provides class lists for periodic physical examinations.

Obtains a knowledge of the relevant aspects of a student's home environment, economic status, and personality.

Confers with parents as needs arise, in homes, on telephone, in school, etc. Arranges group meetings of parents as deemed desirable.

Exchanges information and recommendations for the welfare of a pupil with other school personnel by means of reports and conferences.

Has a specific responsibility to know the strengths and weaknesses of each pupil and to help stimulate each to make maximum use of his ability.

Must be constantly alert to signs of emotional difficulties. If discovered early enough, many cases can be handled by teachers and counselors. Difficult cases should be referred to available specialists.

Makes referrals through dean, principal or nurse to: Child Development and Guidance Department for psychological or social worker service, psychiatric clinic, Governor Bacon Health Center, Vocational Rehabilitation, Youth Aid Division, hospital clinics, Nemours Clinic. (Note: Referrals to most other community agencies clear through coordinator of school and community agencies.)

Provides counseling for a pupil relative to educational and personal problems or plans.

Collects occupational information about the world of work, particularly about areas or specific jobs in which pupils have interests.

Arranges or helps arrange field trips for individuals or groups designed to provide students with realistic educational and occupational information.

Plans, organizes and arranges with deans for career conferences when considered useful.

Refers interested students to Vocational Counselor for interviews with members of Vocational Guidance Advisory Committee in area of employment relative to pupils' interests.

Assists student in making vocational choices commensurate with his ability and skill.

Helps to arrange school guidance clinics involving all persons (e.g., nurse, social

worker, psychologist, classroom teacher, parents, etc.) for the purpose of pooling information to be used in assisting an individual student who is experiencing some type of difficulty.

Assists pupil to develop initiative and independence so that he will progress in self-direction.

Disseminates information about activities involved in the next grade or school, including types of subjects or courses offered and requisites for them.

Determines advisability of course and program changes by analyzing information from teachers and other school personnel, and the home.

Aids potential drop-out to make the school experience as profitable as possible; in some cases, attempts to enroll such a student in a work-study program.

Suggests that drop-outs register with the Delaware State Employment Service.

Arranges for group Guidance through: class meetings; group meetings—College Prep, Business Education and General; bulletins for individual distribution; visits to English classes (where students are scheduled); sessions with guest speakers; films; discussions of desirable traits and attitudes; and activities to promote social adjustment.

Accepts invitation of "sending" schools to meet the pupils who will be under his jurisdiction the following fall.

Is cognizant at all times of the desirability of a follow-up process in all phases of the Guidance Program. This follow-up often lasts for some years after the student is graduated in matters of job placement, recommendations, college grades, and class reunions.

Note: Social sponsoring and related responsibilities are at times assigned to counselors (because of their preparation and experience) in the same manner that they might be assigned to all staff members. As a professional staff member, the counselor accepts such additional duties as a part of his assignment. However, in such cases the counselor has a responsibility to advise his principal that: (1) the social and class sponsoring activities, although vitally important, are different from and in addition to his counseling duties unless the school guidance program is to suffer both quantitatively and qualitatively. Conversely, a social class sponsor assigned counseling duties (assuming that he is qualified) must be provided with additional time if both responsibilities are to be discharged effectively.

Qualifications for counseling The amount and kind of precounseling training and experience varies from state to state. As we mentioned earlier, all but a few states have established certain minimal requirements for certification. Some states differ in their requirements according to the form or level of certification desired. In New York State, for example, *provisional* and *permanent certificates* are issued. A teacher or other staff member devoting more than five classroom periods to guidance or counseling may begin such service after he has completed 16 credits in certain prescribed courses and three years of teaching or other appropriate experience. To receive a certificate as a full-time counselor he is required to complete, within a five-year period, at least 14 additional credits and five years of experience, including two years of guidance service in public schools of New York State and/or other experiences.

There are certain basic principles that are common to most school systems

and institutions of higher learning. Precounseling teaching experience is a requirement in many states. The counselor's preservice education usually includes the earning of a college degree; teacher preparatory education; study in the fields of psychology, sociology, and economics. Some states require the earning of a master's degree, including study in the field of guidance and personnel work. The specific guidance courses generally required as fundamental preparation are:

Principles and Practices of Guidance
Techniques of Individual Counseling
Counseling in Group Situations
Organization and Conduct of the Guidance Program
Educational and Occupational Information
Analysis of the Individual
Testing and Measurement
Supervised Counseling Experience¹

The United States Office of Education has listed the needed competencies of counselors as these can be reached through supervised practice in guidance. These competencies are organized into two general categories: (1) functions or duties of the counselor, grouped under the headings of work with pupils, work with staff members, work with parents, and work with communities, and (2) areas of training, including individual analysis, occupational information, counseling, and administrative relationships.²

The list of these individual competencies is too long for presentation here. Hence we are including only those competencies that are listed as *functional*.

Functional

1. Competencies needed to work with pupils.

The ability to:

- a. advise a pupil concerning his choice of curriculum and of electives.
- b. select and interpret information to the pupil.
- c. direct the pupil to sources of information concerning educational, occupational, and personal problems.
- d. determine what information should be collected for all pupils.
- e. make case studies.
- f. appraise the work habits of the pupil.
- g. evaluate the personality patterns of the pupil and to determine both strong and weak areas.
- h. evaluate the socioeconomic status of the pupil and of his background.
- i. give group tests of scholastic aptitude, reading, and achievement.

¹ See Appendix, pp. 422-423. Anyone preparing himself for participation in guidance activities is advised to acquaint himself with the specific requirements for certification in the state or states in which he hopes to serve. See *Guidance Workers Certification Requirements*, United States Department of Health, Education, and Welfare, Washington, D.C.

² *Supervised Practice in Counselor Preparation*, pp. 7-15, 1952. United States Department of Health, Education, and Welfare, Washington, D.C.

- j. appraise the pupil's present and past academic achievement.
- k. appraise pupils' interests and present activity patterns.
- l. help pupils identify and resolve problems.
- m. use and interpret techniques that measure pupil adjustment.
- n. make and interpret sociograms.
- o. describe significant pupil behavior by use of anecdotal reports.
- p. evaluate the information a pupil possesses in relation to his educational occupational, and personal problems.
- q. create a satisfactory counseling setting.
- r. organize and direct a systematic testing program.
- s. select or devise forms for the economical gathering and recording of information.
- t. organize records and establish procedures for effective and economical utilization.
- u. utilize school resources to provide adequate remedial work.
- v. match job requirements with pupil abilities in individual pupil placement activities.
- w. use group procedures for guidance purposes.
- x. organize and direct a systematic program of evaluation of guidance services.
- y. plan and develop an effective pupil follow-up program.
- z. deal with emotionally upset pupils at least to the extent of recognizing their situation and, if necessary, referring them to others.

Competencies needed to work with staff members.

The ability to:

- a. gain the confidence and respect of the administrative, supervisory, and teaching staff.
- b. cooperate with others responsible for non-instructional services.
- c. organize, initiate, or improve a guidance program.
- d. give leadership in guidance committee work.
- e. conduct teacher group conferences on problems related to guidance services.
- f. organize and lead group and forum discussions on pupil problems.
- g. organize and carry out a program of in-service training.
- h. interpret and present effectively the results of a follow-up program and attendant curriculum needs or changes.
- i. assist individual teachers with specific pupil problems.
- j. conduct research and evaluation studies on all phases of the guidance program.

Competencies needed to work with parents.

The ability to:

- a. conduct effective home visitations.
 - b. gain the confidence and respect of the parents.
 - c. enlist the cooperation of parents in the solution of pupil adjustment problems.
 - d. work with both pupil and parent in the pupil-parent conflict.
 - e. organize and direct parent conferences.
4. Competencies needed to work with community.

The ability to:

- a. know when and how to make referrals.
- b. participate effectively in a number of community activities.

- c. explain the entire school program and to show how the guidance program is a part of this program.
- d. develop effective relationships with employers and other community groups.
- e. plan and direct community occupational surveys.
- f. explain in an effective manner the school's guidance program to groups of adults.
- g. gain support of the community for the guidance program.
- h. identify other guidance agencies in the community and to develop a guidance program that utilizes the available services of these agencies.

No experienced counselor is so naïve as to expect successful results in all of his counseling relations. His effectiveness is dependent, in part, on the breadth and intensity of his training. Of primary importance, however, is his basic attitude toward those with whom he works. Gilbert Wrenn, of the University of Minnesota and past President of the National Vocational Guidance Association, presents these attitudes succinctly in "A Counselor's Creed."³

A Counselor's Creed

1. I will acknowledge that the human being is too complex for me to understand completely. I will strive with the best skills available and will improve those skills from year to year as long as I live, but I will only move toward a complete understanding of an individual.
2. I will always study the individual in his specific environment and will understand that I cannot realistically study man apart from the stresses and demands of that environment. Man-in-situation will be the object of my study and the focus of my services.
3. I will respect the integrity of each individual with whom I deal. I will accord to him the same right to self-determination that I want for myself. I will respect as something sacred the personality rights of each person and will not attempt to manipulate him or meddle in his life.

SPECIFIC AREAS OF SERVICE

As the reader already has discovered, certain guidance-pointed services are conducted on a full-time or part-time basis by personally qualified and appropriately trained specialists. The extent to which any one of these special services is needed or is available depends on the composition of the pupil population and community attitudes toward guidance.

The attendance officer The duty of the once-termed *truant officer* included little more than dragging (literally or figuratively—by the ear) unwilling youngsters back to school. The present-day trained attendance officer partici-

³ C. G. Wrenn, "Trends and Predictions in Vocational Guidance," *Occupations, The Vocational Guidance Magazine*, May, 1947, p. 513.

pates actively in the school's guidance services. His function is to check up on pupil absences and to discover the *reasons* for the absenteeism. Many factors may be responsible for irregularity of school attendance on the part of young people: illness, parental overindulgence, too many home responsibilities, lack of success in school achievement, personality differences between a teacher and a pupil, or wanderlust.

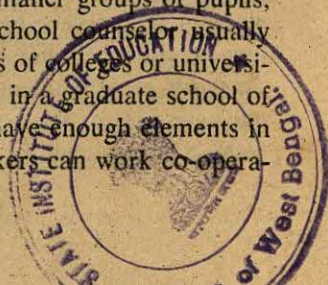
The guidance approach of the attendance officer is evidenced in the reported guidance services of the City School District, New Rochelle, New York:

It is the responsibility of the Attendance Officer to investigate and endeavor to adjust all cases of non-attendance reported by schools and other sources. He determines the basic causes of absences employing social casework methods. When the reasons for truancy and non-attendance are established, all resources within the school system and the community are utilized and properly coordinated in the interest of individual adjustments. The nature of the work requires time for counseling and follow-up in order to be fruitful. Conferences are held with the boys and girls, parents, school counselors, school nurses, teachers, principals, psychologists, the clergy, and representatives of the courts. Cases are followed until some adjustment is made.

The school social worker Many young people experience adjustment problems that are closely related to home and/or other out-of-school situations or conditions but that do not involve excessive absence from school. Hence the attendance officer is not directly involved. It may be necessary, then, for the school to have the services of a trained person whose function it is to discover non-school maladjustive factors and to co-operate with the community in matters dealing with the welfare of poorly adjusted children.

At one time, schools employed (and in some cases, they still do employ) relatively untrained persons, known as *visiting teachers*, whose function it was to improve school-home co-operation. With increased recognition of young people's guidance needs came the realization that specially trained personnel could provide valuable school-community liaison services. Relatively few schools, however, include in their guidance staff a full-time social worker. In a growing number of school systems, social workers are attached to the central office and work with individual schools on a part-time basis.

Social work differs from school guidance in various ways. A school guidance program is concerned with the welfare of the total school population; the school social work program is designed to help smaller groups of pupils, especially those who require specialized help. The school counselor usually receives much of his training in education departments of colleges or universities; for the social worker, a specific training program in a graduate school of social work is required. The two areas of education have enough elements in common, however, so that counselors and social workers can work co-operatively.



Referrals of children whose difficulties are too serious to be cared for by school personnel usually are made to the social worker by a school principal or counselor. Some of the reasons for referrals are:

Unhealthful home conditions

Antisocial behavior

Excessively aggressive or withdrawn behavior

Serious underachievement in learning areas

The school social worker clears the referred case with the Social Service Exchange in order to discover the welfare agencies which have had contacts with the family. He also interviews the child, his parents, and school staff members who have had experience with the child. He then completes a report of his findings and, in light of his study of the case, either works with the school toward the solution of the problem or refers the child to an appropriate community agency.

The school psychologist A psychologist with training and experience in education can utilize his specialized knowledge concerning child development, learning, learner-evaluation, and interpersonal relationships to help counselors and teachers gain a greater understanding of their pupils, especially those who are exceptional. Although in some schools psychologists serve as full-time members of the guidance department, it is more common for psychological services to be available to individual schools as the need for them arises.

The chief responsibility of a school psychologist is to administer, correct, and interpret the results of whatever standardized instruments of evaluation are used to determine the learning readiness of pupils or to discover something about their interests, attitudes, or behavior trends. In many schools, routine group testing is done by members of the guidance staff or other members of the school personnel. If special classes are maintained for mentally superior or retarded pupils, however, admission to these classes usually is by way of the administration of a battery of tests by a state certified psychologist.

Many colleges and a few schools on the lower level have a psychologist on the staff. He is responsible for not only the testing program of the school but also general problems of adjustment that are functional rather than symptomatic of organic difficulties. Some school systems have a special department, similar to the Bureau of Child Guidance in New York City. The BCG is not a school guidance department in the generally accepted meaning of that term. It consists of a director (a psychiatrist), psychologists, and psychiatric social workers. The psychologists function as test-administrators as well as counselors for disturbed children who are referred by school counselors for special diagnosis and treatment. The members of BCG also conduct in-service guidance courses for teachers. The services of a department of this kind are extremely helpful but, as is true of most guidance staffs, the personnel is too

small in number to meet adequately all the calls for service which are received. Budgetary lacks limit adequate staffing.

The psychiatrist A young person's emotional difficulties may be so serious and deep-rooted that a school guidance staff or a psychologist is unable to cope with the problem. In a situation of this kind, the service of a well-trained psychiatrist is needed. Every school should have the opportunity to obtain such psychiatric treatment for pupils who seem to be evidencing symptoms of incipient or serious mental illness.

Dementia praecox (schizophrenia) is a subtle and dangerous form of mental and emotional breakdown which, if discovered early, responds to therapy applied by those who are qualified. Of course, too great emphasis should not be placed on the psychiatric implications inherent in youthful vagaries. More harm than good can come from labeling every emotionally disturbed boy or girl a "psychiatric problem." All school personnel, especially members of the guidance staff, however, should be alert to any deviate behavior that does not respond to guidance efforts aimed at readjustment. In such cases, the services of a good psychiatrist should be enlisted. He may be either attached to the school system itself as a member of a school-sponsored guidance clinic or on the staff of a community health agency or child-guidance clinic.

Health service personnel The part-time services of a physician are needed for periodic checks of the physical status of pupils. A periodic health examination by a physician is common in elementary schools. In many high schools the members of the health education department are responsible for this phase of guidance. However, an increasing number of secondary schools are beginning to recognize the value of having a physician on call. Most colleges have a physician on the campus. In addition, they maintain an infirmary for use by those students who are living away from home in the college dormitories or in the college town.

A full-time nurse in the school building is almost a necessity, especially for large city schools. Children in many nursery schools and kindergartens receive daily health inspection by a visiting nurse. Our present interest in the prevention of illness and the preservation of good health is causing most school systems to provide, to the extent of their budgetary capacity, for adequate health care and guidance for our young people.

Dental care is another phase of health service that is coming into the schools of some of the larger cities. In some sections of the country, the schools demand that their pupils show written evidence of having had their teeth examined and cleaned at least once a year. Parents who have a large family of school-age children may find it difficult to pay for this yearly dental care. Hence school administrators and health departments are attempting to provide this service either through the part-time services of a dentist attached to

the school or by means of co-operative relationships with community dental clinics or private dentists.

School-court liaison attaché Because of their delinquent acts or antisocial behavior, some young people, especially in large cities, come to the attention of the police and are arraigned in court. The growing trend in the treatment of young offenders is toward rehabilitation rather than only punishment for their misdeeds. Hence, before action is taken, the judges and other personnel of children's courts need to have some knowledge of the background of the delinquent, including home, school, and neighborhood experiences and relationships.

It is the function of the court liaison attaché to obtain information about the boy or girl, and to co-operate with the court, the home, and the school. Although the final disposition of the case is the judge's duty, the school representative can be extremely helpful, not only by briefing the court on factors of influence but also by working closely with the home, the school, and possibly probation officers, and others who are charged with the responsibility of encouraging the young person to improve his attitude and behavior.

Vocational and placement counselor In some junior and senior high schools, interested and relatively well-qualified teacher-counselors have the responsibility of giving vocational guidance and of placing pupils in jobs, either part-time while they are attending school or full-time after graduation. Such an arrangement is rarely successful. The teacher-counselor must combine vocational guidance with a part-time teaching load. The tasks of acquainting pupils with vocational opportunities, helping them in their vocational choices, locating jobs, and making appropriate placements are time-consuming. Pupils' class schedules and employers' convenience must be taken into consideration, as well as the teacher-counselor's teaching periods. The result usually is a mad rushing from classroom to telephone or vice versa.

The school that can afford the services of a thoroughly trained vocational and placement counselor is fortunate, especially if all placements into jobs are made directly by the school. Certain school communities utilize the facilities of local branches of the United States Employment Service. A good working relationship can be established between school vocational counselors and government employment officers. The employment office keeps the counselor informed regarding possible job openings, and the counselor sends candidates and their records to the employment agency for selection and placement.

There is a difference of opinion among guidance people concerning the value of placement done by the school itself compared with that of routing job-getting through a central community agency. Some feel that school placement is likely to be more personal and therefore more likely to be successful. Others feel that this is less important than the probability of a larger number

of available opportunities that can be offered by a community placement agency.

In conjunction with his group and individual counseling and job placement, the vocational counselor is responsible for keeping the vocational and occupational library of the school up-to-date. He also encourages pupils to use the material placed at their disposal.

A very important and, as yet, sadly neglected function of the counselor is the follow-up of drop-outs and graduates, especially from the point of view of job success and job satisfaction. There are several understandable reasons for the lag in this phase of guidance. Lack of time is one element. The cost of contacting ex-pupils through the mails is high, if a periodic check-up is attempted. Unco-operativeness on the part of the young people themselves is another factor. Some graduates and, more often, drop-outs apparently lose interest in their former school. Either they neglect to answer letters of inquiry sent them or they give incorrect or insufficient information about themselves and their activities.

In some high schools and colleges, five-year follow-ups are attempted for all graduates. This is a time-consuming project, but the results are of value to the school. Some vocational counselors keep in touch with the employers of their students, either through visits to the place of business or by telephone or mail. An active alumni association also is a good medium for continuing to keep a school's guidance services available for its former pupils.

Other school personnel We have said repeatedly that every member of the school personnel is directly or indirectly responsible for pupil welfare. The classroom teacher is the core of the program. Librarians, clerical assistants, and even the custodial staff share in whatever is done in a school to help the pupils, individually or in groups, to make a good adjustment to school life.

The teacher We have already seen the role of a teacher-counselor in the guidance program. At this point, we shall discuss briefly the influence of a full-time teacher on his pupils in classroom situations. It has been said that guidance begins and ends with the teacher.

It is the alert teacher who, recognizing a pupil's need for out-of-classroom help, refers him to an appropriate counselor; it is the co-operative teacher who carries out in his classroom relations with the maladjusted pupil the recommendations of the counselor. The particular guidance responsibilities of teachers on respective school levels are discussed later. (See Chapters 12 to 19.) In general, according to the Manual of the Department of Guidance, Child Welfare and Attendance of the Richmond, California Public Schools,

The effectiveness of the [guidance] service depends to a great extent upon the sympathetic understanding of the teacher. The teacher's understanding of a child.

of the nature of the child's problem in school, of his use of the classroom experience, or his relationships to others in the class are of prime importance to the work of the guidance supervisor.

The teacher and the guidance supervisor as well as all other school personnel, share responsibility for helping parents to better understand the problems of their children and how they and the school can work for the good adjustment of the child.

High on any list of desirable personality traits for teachers are such qualities as interest in students, patience, adaptability, sincerity, enthusiasm, friendliness, tactfulness, co-operation, consideration for others, sense of justice, cheerfulness, and sense of humor. Overt behavior and expressed attitudes of teachers exert a powerful influence on young people. It is through example rather than words that the teacher speaks most loudly. Attitudes and emotions are caught as well as taught. They are indirect by-products of learning situations in which the learner and the teacher live and work together. A teacher who habitually does what is right rather than what is expedient is the one who gains the respect and admiration of his pupils. He is deserving of imitation, and those who copy his behavior are likely to profit thereby.

The classroom teacher can profit by examining himself about his success in meeting his responsibilities as he studies his pupils, adapts his curriculum material and teaching procedures to the differing abilities of his pupils, attempts to prevent the development of adjustment problems, and utilizes whatever facilities are available in his school. (See Appendix, pp. 430-435, for a questionnaire covering these areas that was constructed for use in Michigan.)

The librarian Modern educational curriculums and procedures are placing an increasing emphasis on research by pupils in connection with learning activities. Hence the librarian, who in some school systems has the training and designation of *teacher-librarian*, is a valuable member of the guidance staff. Through helping young people find reference materials as they engage in research projects, she can come to know them rather intimately. Not only does she guide their learning activities, but she also can and very often does bring the results of her observation of their attitudes and behavior to the attention of the dean or appropriate counselor. On many occasions, the teacher-librarian gives great assistance in meeting serious problems of pupil adjustment.

Among the resource materials that should be in a school library are a wide selection of books and other reading materials, and audio-visual materials, including a diversified selection of films, film strips, and records. The library can be considered a work laboratory for learners and teachers alike. The librarian then becomes the center of many curriculum activities. The effectiveness of the librarian depends on his (1) interest in children, (2) acquaintance with the content of various courses, (3) concern for the individual needs of learners and teachers, and (4) ability to select and interpret materials that

have a direct bearing on educational, personal, social, and occupational adjustment.

The clerical assistants Keeping records constitutes a necessary chore of the guidance program. An efficient secretary is very much appreciated by the other staff members. If the secretary combines her record-keeping competency with an interest in young people and a willingness to participate under supervision in some of the minor details of guidance, she is a valuable member of the staff.

The custodial staff Very important is the attitude displayed by the custodian engineer and his assistants toward the many teacher and pupil activities that bring both faculty members and young people to the school early and keep them there late, thereby interfering with school cleaning routines. The construction and exhibition of pupil projects may require the co-operative services of the custodial staff also. As these men and women engage in their duties in all parts of the school building, they come to know pupils very well. In this connection, one custodian engineer was heard to say, "It's a good thing that I've read some psychology and that I talk to you about our pupils. Otherwise they would drive me crazy." Through their co-operation in all kinds of matters and their friendliness toward teachers and pupils, members of the school custodial staff can be definite assets to the school's guidance personnel.

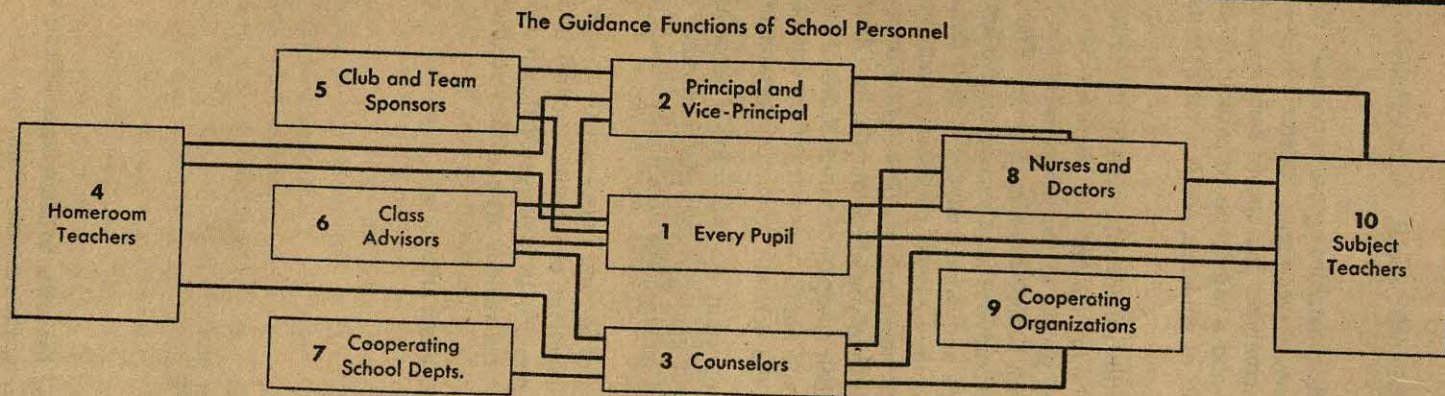
School and community Extremely important are the school's relationships with parents, local health, welfare, and guidance agencies, and other community groups. The various aspects of school-home-community co-operation are discussed in Chapter 11.

To summarize the interrelationships of in- and out-of-school co-operating individuals and groups, the guidance functions of school personnel in Baltimore, Maryland, are presented in Figure 15. It is suggested that the reader study this chart carefully as he reviews the various areas of service discussed in this chapter.

The school personnel included in this chart are:

1. Every pupil
2. Principal and vice-principal
3. Counselors
4. Homeroom teachers
5. Club and team sponsors
6. Class advisers
7. Cooperating school departments
8. Nurses and doctors
9. Cooperating organizations
10. Subject teachers

It can be noted that omitted from this list are: the attendance officer, school psychologist, librarian, clerical assistants, and custodial staff.



1 EVERY PUPIL

2 PRINCIPAL AND VICE-PRINCIPAL

Provide leadership necessary to stimulate understanding and participation of faculty members, parents, and others

Co-ordinate guidance services in the school

Supervise attendance, punctuality, and discipline

Develop policies concerning grouping of pupils

Prepare master schedule for classes

Administer a flexible curriculum and a wide variety of extracurricular activities in a democratic school atmosphere

3 COUNSELORS

Study records for identification of differences among pupils and

recommendations for individual adjustments

Serve as building chairmen (in secondary schools) of the semi-annual testing program conducted by the Bureau of Research

Test or arrange for tests to be given when needed

Interview pupils to assist them in interpreting their cumulative record, in identifying problems, planning solutions, making a start toward carrying out these plans and modifying them when necessary, in preparing a schedule, when pupil's needs cannot be met by master schedule

Collect, organize, and present educational, occupational, and social information to groups and classes

Confer with parents, administrators, supervisors, and teachers

Follow up all pupils who withdraw or graduate from the school

Share with other staff members the findings of follow-up studies for the purpose of evaluating and revising the program.

Acquaint the staff, through meetings and conferences, with the objectives and practices of the guidance program

Utilize special services in the school and community

4 HOMEROOM TEACHERS

Orient pupil to rights and responsibilities as school citizen

Analyze causes of absence and lateness and work with individual to eliminate these causes

Record and study information about each pupil: test data, character traits, grades, anecdotal records, extracurricular activities, contributions to school and community life

Offer information about school traditions, codes of conduct in school and community, and extracurricular opportunities

Observe pupils' reactions and relationships

Refer pupils with health problems to school doctor and nurse

Report to counselor pupils needing special study or help

Act as liaison officer between office and pupils

Participate in case conferences

5 CLUB AND TEAM SPONSORS

Show vocational or avocational aspects of the experience

Provide opportunities to use social skills, plan and run meetings, collect and spend money, and publicize program

6 CLASS ADVISORS

Create school morale through social activities: dances, banquets, yearbooks, shows, and community campaigns

Assist each student to make his best contribution to the group

Stress the importance of social growth and good citizenship

7 COOPERATING SCHOOL DEPARTMENTS

Administrative Personnel

Division of Special Education

Bureau of Research

Subject Supervisors

Department of Aptitude Testing

Medical Services; Doctors and Nurses

Special Services: Child Guidance Clinic, Home Visitor, Visiting Teacher

Teachers in Schools Other Than Pupil's Present School

8 NURSES AND DOCTORS

Keep the well pupil well by careful and periodic check-ups

Follow up physical defect notices to check on corrections

Interview pupils and parents to urge the correction of physical defects and, if necessary, to give information about the consequences of neglect and the ways of making the corrections

Participate in case conferences

9 COOPERATING ORGANIZATIONS

Educational Organizations Department of Labor and Industry

Group Work and Social Agencies Business and Industry

Health and Mental Hygiene Clinics Civic Organizations

Religious Institutions and Organizations Employment Agencies

10 SUBJECT TEACHERS

Diagnose pupils' needs, interests, and abilities in the subject

Adapt instruction to care for individual differences

Reveal life value of subject (related occupational information)

Analyze study habits and show how to overcome difficulties

Provide opportunities to develop emotional stability in relation to special abilities, talents, hobbies, or defects

Attend conferences to aid in pupils' adjustment

QUESTIONS AND TOPICS FOR DISCUSSION

1. Discuss the guidance responsibilities of the principal of an elementary school, a junior high school, and a senior high school, respectively.
2. To what extent and how should a college president participate in the school's guidance program?
3. Compare the guidance responsibilities of the members of the faculty of a small school with those of the faculty of a large school.
4. Which of the activities related to counseling do you consider most important? Why?
5. Discuss in detail the guidance responsibilities of classroom teachers.
6. List the specific duties of the teacher-counselor.
7. Describe a teacher-counselor or grade adviser whom you liked and one who gave you little or no help. What caused the difference?
8. What topics should be included in an in-service course in guidance for teachers on the elementary-school level?
9. What are some of the reasons for lack of faculty co-operation with members of the guidance staff?
10. Present arguments for and against the teacher-committee approach in guidance.
11. Critically evaluate the duties of a school counselor as given in the Wilmington, Delaware, program.
12. Present arguments for and against the exclusion of disciplinary matters from the responsibilities of the members of a guidance staff.
13. What should be the personal, educational, and experience qualifications of a vocational counselor?
14. Have you had any experience with follow-up programs? What were some of the difficulties encountered?
15. By specific illustrations, show that school librarians, school clerks, and school custodians have definite guidance responsibilities.
16. What counselor competencies, if any, would you omit from those suggested by the United States Office of Education?
17. Outline a minimum program of precounseling training and experience for a teacher-counselor.
18. Why is experience other than teaching valuable for certification as a counselor? Do you approve of this requirement? Justify your opinion.

7

GUIDANCE AND THE CURRICULUM

Democracy is based on the principle that every individual should be given an opportunity to develop his talents to the limit of his ability. Also fundamental to good democratic living are co-operative activity and wholesome interrelationships among individuals and groups. Any curriculum that motivates young people to exert their best efforts is meeting its responsibility toward producing happy, well-functioning citizens.

GUIDANCE AND INSTRUCTION

When we think of the curriculum and instructional approaches on any school level, we must consider several basic educational principles. Among these principles are included (1) the educational purposes of the school, (2) the extent to which the learning experiences fulfill these objectives, (3) the kind of organization that will maximize these experiences, and (4) the determination of the extent to which the school's goals are being attained.

One aim of education is the development of a basis for constructive living. It involves helping children to recognize problems and think clearly about them, develop satisfactory attitudes toward people, situations, and conditions, plan day-by-day activities wisely, and utilize sufficient self-direction to achieve useful purposes. Thus, through their continued daily experiences, individuals gradually learn to become worthy citizens.

We are concerned here with those school activities that may contribute toward the fulfillment of the aims and goals of education. Every member of the school personnel, regardless of the title under which he operates, has the responsibility of contributing whatever he can toward enabling the entire school program to give maximum benefit to the pupils in the school and to the society of which the school is a part. Consequently, each member of the professional staff is involved in helping the child adjust to a required pattern

as well as in adapting the pattern to the child's needs and abilities. A child's freedom of choice is protected as he lives and develops through daily experiences in self-direction.

A GUIDANCE-POINTED CURRICULUM

A guidance-based curriculum comprises much more than a course of study. It includes all the opportunities for learning which the school can provide to meet the varying needs of growing children. It is based on the principle that not only do children master subject matter but they also learn ways of working, attitudes about subject matter, appreciation of values, and forms of behavior.

Basic curriculum principles A curriculum which embodies all the activities and learning situations that can be provided under the aegis of the school potentially becomes broad enough to afford pupils self-expression, within the range of their individual differences. A guidance-based curriculum recognizes the need for (1) integration of learning, (2) purposeful activity, (3) balanced interrelation between play and work, (4) the creative aspect of learning, (5) adjustive effects on child behavior, and (6) ultimate goals of education.

A guidance-based curriculum becomes so flexible that teachers with differing personalities may adapt general curricular suggestions to their own individual procedures. Learning units included in a curriculum must offer them a sufficient range of choice to meet individual interest and modes of approach without sacrificing continuity of purpose. Curriculums also must be designed so that they may be adapted to the individual interests and differing personalities of the learners.

A curriculum need not be limited in its construction to the learning activities that take place within the schoolroom or on the playground. It should reach out to include those community activities that provide opportunities for the learner to expand his intellectual horizons and to develop understandings based on real rather than vicarious experiences.

Certain learning activities can be mastered in the classroom, but certain others can be achieved only through actual observation and participation. Hence school people are tending to make greater use of community facilities for effective education. Expanded experience in out-of-school learning is costly, yet often less so than believed. Now television is used in the classroom to fill some of these experience gaps. The learning rewards of television and out-of-school activities are worth the extra expenditure of money and energy. Teachers themselves can profit from a training program that is based on numerous out-of-school experiences as well as on book study.

Curricular adjustment involves not only the kind of activity that is to be

included but also the amount of time to be allotted to each activity and its value to the learner. Rigid time schedules often interfere with the success of learner activity. An ingenious teacher will attempt to solve this problem by adapting his teaching units to his time limitations. However, a crowded curriculum often makes it impossible for the teacher to proceed at a desirable rate for learning mastery. This often causes hardship to the slower learner, especially if misconceptions result from incomplete understanding. Adequate learning mastery becomes increasingly difficult and the guidance counselor is given extra work.

The interest of the learner should be the starting point of the learning process. Activities within the limits of his capacities should be provided in order that he may experience the satisfaction of successful learning activity and be stimulated to do more and better work. Each learner should be competing, insofar as is possible, with his mental equals rather than with those learners who are greatly inferior or superior. A curriculum that is based on an understanding of individual differences in learning capacity, and that provides for its expansion or modification to meet individual learner needs will be satisfying to both educators and learners alike.

Curriculum considerations A well-planned curriculum is not static. It changes and evolves as educational leaders work with children. An evolving curriculum functions in the daily lives of children, is based on their needs, motivates them toward further learning, is suited to their capacities for learning, and assists them in their development of self-understanding, self-realization, and self-direction.

The broadening concept of the responsibility of the school personnel and of their concern with the educational process in the development of each child's capacities toward desirable social goals has placed new demands on the school curriculum. Attention has been given to the criticism that the different levels of instruction have been too independent of one another. For example, the elementary-school curriculum does not meet the needs of those about to become secondary-school pupils, the junior-high-school curriculum does not prepare a young person adequately for senior high school, and the senior-high-school curriculum is not co-ordinated with the college program. Neither has there been co-ordination or articulation among the various subjects on the secondary level. Consequently, critics have directed their fire against the duplication or omission of needed material.

BUILDING A GUIDANCE-CENTERED CURRICULUM

Curriculum planning must be co-operative. It must bring together the best thought of teachers, supervisors, guidance counselors, parents, curriculum

specialists, and the children themselves. A teacher, a guidance counselor, or a citizen who has helped construct a curriculum probably will be motivated to do whatever he can toward its effective operation. Each participant in the project can evaluate the learning outcomes intelligently, even if these fall short of the expectations of nonparticipating community members. The curriculum which the teacher follows must be one in which he believes. He cannot be expected to understand completely or accept without question a super-imposed curriculum, in the building of which he has had no part.

Curriculum improvement Guidance-oriented teachers are interested in the development of guidance-centered curriculum units. The appropriateness of the school's curricular offerings is a major concern of guidance counselors as they work with children as well as with teachers, supervisors, and administrators. Through evaluating and suggesting, teachers and other school personnel can work closely on common problems. Since counselors are in a good position to discover the learning difficulties of their counselees they can contribute much to curriculum improvement. The pupils themselves often have good suggestions if they are permitted to share in curriculum planning. Moreover, when counselors or qualified teachers meet with pupils in group guidance sessions, discussions dealing with the curriculum are valuable.

The functions of guidance-minded teachers and counselors on a curriculum committee vary somewhat with the school level concerned. On the elementary-school level, the teacher guides the development of each of his group of pupils through all the various media of fundamental learning; the counselor (if there is one) shares with the teacher the responsibility of guiding this developmental process.

Because of departmentalization on the secondary-school level, the teacher is expected to be a pupil guide and a subject specialist as well. The function of the guidance counselor is to help pupils and teachers in articulation or integration of learning experiences among the respective subject areas. The counselor has an over-all understanding of the various curriculum areas beyond that of the teacher who usually is a specialist in one subject field. Hence the counselor not only can influence pupil progress in mastery of subject matter but also can offer suggestions that go beyond the course syllabus and thereby help the out-of-school activities of dropouts or graduates.

Adaptation of curriculum materials Curriculum materials need to be adapted to a learner's emotional as well as intellectual level of development. One of the immediate responsibilities of a teacher is to discover as much as possible about each pupil's background experiences in order to plan appropriate instruction units. Both the basic experiences and the social or other limitations that may arise out of home and community living must be known if the teacher is to provide learning experiences that will aid rather than harm the emotional and intellectual development of the learners involved. Information

sults of the observation. The gossip is an observer also, but his report of an observation may reflect his own interest or purpose. If the observer is trustworthy, is known for his ability to assess facts and to report them correctly, and is experienced in a given situation, his observations can be accepted as valid.

Among the limitations of observation as an evaluating technique are these:

1. The observer may have a strong bias and not be able to overcome it.
2. The observations may be limited in time and number.
3. The items reported may be out of proportion to the total situation.
4. The observer may not be accurate in his reporting.
5. The observed behavior may be misinterpreted, resulting in unfair or inaccurate conclusions.

Anecdotal records If a plan is inaugurated whereby each teacher uses cards or sheets of paper to report incidents that occur in the classroom, eventually data will be collected that can be of service to the counselor. Many forms of behavior can be reported, both those that are commendatory and those that need adjustment. For example, the teacher may report acts of helpfulness as well as acts of discourtesy.

If teachers are encouraged to write such anecdotal records, they tend to observe behavior more carefully and to evaluate it in the light of its background. The cumulative effect of these records can be startling. If they are taken seriously by the teacher, they can be helpful to him as well as to the counselor and the learner.

Autobiographical sketches An interesting device for obtaining data concerning an individual's routine behavior and his attitudes, interests, and ideals is to have him write a comprehensive autobiography. This may provide an insight into his personality not only through what it includes but also by what it fails to include. If this is planned as an assignment in an English class rather than given to a group in a special room and at a definite time, the results may be more satisfactory.

Often it is difficult for an individual to write freely and fully of his experiences. He may be tempted to include items which he *thinks* are desirable, or he may not be able to separate fact from fancy. If the autobiography is filed with other data in the student's folder, the information gained from it may throw light on problems already suspected or may reveal new problems for further study.

Writing an autobiographical sketch motivates the individual to evaluate himself and his behavior in a more objective fashion than he might otherwise employ. A number of variations of this activity may be used, such as including areas of experience in an account of "My Most Interesting Experience" or writing a detailed diary of one's activities over a definite period of time.

Sociograms Some teachers find the use of sociograms helpful in discovering those pupils who have not yet established satisfying peer relationships and who need assistance in developing habits of good social living. The construction of a sociogram is not difficult but care must be exercised in its utilization.

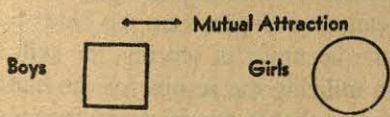
In a sociometric study, the teacher asks each pupil to write the names, in order of choice, of his three best friends in the class, for example, or perhaps the names of three classmates he would like to have as co-workers in a class project. The teacher then constructs a sociogram (see Figure 16) based on these pupil choices. The most popular members of the class (P.T. and S.D.) can then be detected as well as the least liked child (D.V.).

The sociogram can serve, *at the time of its construction*, as a means of helping the teacher discover any apparent isolate in the class. Since children especially are likely to change their loyalties quickly and often, the supposed *status quo* of any one pupil may vary from month to month or sooner. Moreover, a sensitive child may become alarmed concerning the purpose of the project. An alert teacher may not need the sociogram to discover peer relationships. Wisely used, however, sociometric techniques have value.

Teacher-pupil interviews Individual counseling techniques are described in Chapter 10. A face-to-face talk between a teacher and a pupil is not an interview according to the correct definition of the term. A pupil may seek out a teacher in whom he has confidence before or after the regular school session, during the lunch period, or at any other time to speak to him or her informally concerning an immediate interest or problem. Similarly, a teacher may want to obtain information from or give information to a particular young person. Such informal, on-the-spot, talks can be very enlightening to the teacher and can give the young person a feeling of security in pupil-teacher relationships. Keeping a pupil after school, incidentally, for the purpose of scolding him or otherwise *talking at him* rather than giving him an opportunity to express his thoughts and feelings has little value for either the teacher or the pupil.

Other pupil-study approaches The ways in which a teacher can utilize oral recitations, short quizzes, projects, and pupils' notebooks and reports are self-evident. Study habits, attitudes toward neatness and care in the execution of assigned tasks, and ability and willingness to co-operate in a project are pupil characteristics that usually do not go unnoticed by an alert, understanding teacher. Often a teacher can use his insight constructively. A young person may possess some creative ability, for instance, yet fail to give evidence of it except through teacher encouragement. One English teacher had the rare gift of motivating his students to express their thoughts in poetic form. Writing the poems was not a homework assignment, and the students showed him their work whenever they wished.

Not only did the teacher and the school counselors learn a great deal about the students' feelings and attitudes, but the teacher also encouraged those who



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showed some talent for writing to develop it further. This man's approach characterizes that of many teachers who are interested in the various fields of creative expression. Children tend to reveal their needs and cravings in their drawings, dancing, singing, and similar forms of expression. The differences among individuals displayed in their responses can stimulate teachers to gain some understanding of the causes for them and to guide learning accordingly.

FORMAL EVALUATING TECHNIQUES

Scientific measurement is becoming one of the most valuable tools of education. It is a technique which serves the teacher, the principal, and the guidance staff in trying to evaluate the learning readiness, attitudes, interests, aptitudes, and achievement of their pupils. Anyone interested in guiding a young person must have a means of discovering the kind of person with whom he is dealing, his quality of thinking, his likes and dislikes in vocational and avocational areas, and the extent of his achievement, as well as his capacity for achievement.

Value of standardized instruments of measurement Each activity in which the school staff engages to help the individual learner adjust to the school and its curriculum, to adjust to other people, or to make a vocational choice is a guidance function. In each activity, guidance personnel need to know a great deal about the individual who is to be helped. Does he have the background and aptitudes for the vocation in which he is interested? Does the school have the facilities to give him what he needs in the way of academic and vocational training? Do the parents have the means to send him to the college he wants to attend or should attend? Let us explore the value and use of tests in supplying the data that will help answer such questions.

The information needed for counseling comes from all kinds of sources. The teachers and others in the school help to build cumulative records which include anecdotal records of classroom or out-of-class behavior. In fairness to learners, all available sources of information should be used, since seen separately they may be inaccurate or some may be misinterpreted. If more precise information about an individual or a group is needed than can be obtained through somewhat subjective methods, tests may be given.

The success of a program of pupil evaluation depends on the kinds of tests used, the efficiency of administration, the accuracy in scoring, the skill in interpreting the results, and the facility in utilizing the results for the benefit of the individual concerned. A testing program that is administered for guidance purposes should (1) test for instructional purposes, (2) test for interests, and (3) test for individual needs. Tests are considered to be useful to counselors when they accomplish these purposes:

1. Furnish valid and reliable information with which to help a pupil, along with his parents and the school staff, to make wise curricular choices, and to assist the administrators of the school to place him with a group of pupils or teachers with whom he can grow at optimum rate and to the maximum level of his ability
2. Assist in arranging continuous, sequential, and integrated learning experiences for an individual pupil, as well as for groups of pupils
3. Establish a basis for comparative estimates of status in a given characteristic from pupil to pupil
4. Serve as a meaningful framework in which to interpret data concerning an individual
5. Supply scientific, objective data about each pupil, which the counselor can use in helping the individual to understand his strengths and weaknesses
6. Provide comparable data concerning all pupils with whom a counselor works
7. Facilitate counselors' follow-up studies of the relationships of school experiences and counseling services to the after-school adjustment of graduates and drop-outs

Utilization of formal techniques Standardized measuring instruments and other tools of evaluation function as a *means to an end*. The background of knowledge concerning an individual that is obtained from the administration of teacher-made tests and of formal instruments of evaluation, in addition to classroom study approaches, constitutes the basis of understanding on which are built effective teaching and counseling procedures. Hence the application of as many appropriate evaluating techniques as are available is needed for (1) motivation of successful learning, (2) educational, vocational, and personal guidance, and (3) character development.

Included among the commonly used and more or less adequately standardized evaluating techniques are the following:

1. Standardized tests, scales, and inventories
 - a. Intelligence tests for general classification
 - b. Differential aptitude batteries
 - c. Tests of special aptitudes
 - d. Scholastic achievement tests—comprehensive, special areas
 - e. Personality tests and scales
 - f. Interest inventories
2. Projective techniques
3. Situational tests
4. The interview
5. The case history

In most school systems, all or many of the various kinds of standardized group and individual testing material listed above are utilized according to a planned program of testing or as the need arises. Usually they are administered by the classroom teacher or the teacher-counselor under the supervision of a trained counselor. With some training a teacher can become proficient in the selection, administration, and scoring of tests. Intensive preparation and long experience are required for the development of skill in interpreting test results and in stimulating a pupil to make the most of his assets, no matter how meager these may be.

The construction and standardization of evaluating instruments, such as projective techniques and situational tests are still in their infancy. Those that are available can be administered correctly and their results interpreted appropriately only by a thoroughly trained psychologist. Mainly they are used with individuals whose learning or personal difficulties are so serious or deep-seated that they cannot be discovered by means of other, less probing, instruments of measurement.

As we have intimated earlier, much can be learned about an individual in the face-to-face *interview*. The purposes served by using this technique are discussed in Chapter 10. A case history is not strictly speaking an instrument of evaluation. Rather it does represent an attempt to bring together as much of the data concerning an individual as can be obtained from various reliable sources. Its construction and the application of its findings usually are utilized in the diagnosis and treatment of seriously maladjusted individuals.

STANDARDIZED TESTS, SCALES, AND INVENTORIES

Thousands of measuring instruments are available for school use. They are not all equally *valid* (testing what they are supposed to test), or *reliable* (yielding consistent results upon successive administrations). Some of the earlier-constructed tests have become standardized through much usage, but their present value is doubtful because their items are well known. Contrariwise, the norms of many recently-constructed tests are tentative; their standardization is not yet complete. Consequently, test users need to be careful in their selection of testing materials.

The school counselor is interested in measuring instruments appropriate for the evaluation of health status, intelligence, special aptitudes, learning progress, and personality. From the administration of such tests can be secured data that aid materially in the study of an individual pupil's physical constitution, scholastic abilities, immediate or relatively long-range interests and ambitions, and personal qualities. Since most programs of academic preparation for school guidance and counseling include extensive and inten-

sive study in the field of pupil evaluation, we are limiting the present discussion to a brief survey of the various areas of measurement.

Health and physical fitness In any study of an individual made for purposes of adjustment, first consideration should be given to his physical condition. Lack of interest or success in work or emotional or social maladjustment often has a physical basis. Most vocations demand physical strength and health. For these reasons, complete periodic physical examinations are a necessity for adjusted living.

Value of periodic health examinations All young people need periodic and complete physical examinations. Paper and pencil tests also have been devised to determine individual knowledge of and attitude toward health and safety.

Many tests of physical fitness require the expert techniques of the trained physician. For school use there are available accurate measuring devices and height and weight charts. These charts represent measuring norms and must be interpreted in relation to family tendencies and other factors. At present, most schools provide for all pupils the services of a school physician or nurse to conduct periodic tests of sight and hearing, as well as of lung and heart condition. If it is discovered that a pupil has a serious health difficulty, the counselor immediately arranges for a consultation of the parents with their family physician or another medical specialist.

Care of the teeth A periodic check-up of the condition of a young person's teeth is extremely important. Many schools require each pupil to submit a "dental note" at least once each school year. The purpose is to discover whether there are cavities or other difficulties which need to be corrected or that are receiving attention.

In some communities, children whose parents cannot afford the services of a private dentist are sent to clinics or to a dentist co-operating with the school who examines and treats teeth at little or no charge. Another function of the guidance department of some schools or of a community health center is that of educating parents about appropriate diet for the development of strong healthy teeth.

MEASUREMENT OF GENERAL AND SPECIAL ABILITIES

Tests of general intelligence or classification tests, differential aptitude batteries, and aptitude tests are utilized by school guidance personnel to serve the following purposes respectively:

1. General intelligence tests results are used to organize learners into *relatively* homogeneous teaching-learning groups. For example, though there is value in "social promotion" (permitting pupils to advance from grade to grade in peer-age groups regardless of scholastic achievement), complete heterogeneity of grouping can interfere with the learning progress of both the mentally superior and the slow learners who are in the same class.
2. Differential aptitude batteries are administered to discover the area or areas of learning in which individual pupils are likely to be most successful. The utilization of these batteries is especially valuable to a senior-high-school or college counselor as he attempts to help students decide on their major field of study in college.
3. The results of the administration of a special aptitude test can indicate the potentiality possessed by a young person to acquire superior proficiency in a particular area of performance.

Intelligence tests Controversy among psychologists over the nature of intelligence, begun in the early years of the present century, still continues. Whether the degree of mental ability or of displayed intelligent behavior represents the development of inborn potentiality only or is the result of the effect on the nervous system of environmental influences is a moot question. For the teacher or counselor, however, the primary purpose of an intelligence test is to determine an individual's learning capacity *at the time the test is administered*.

Although the testing instrument supposedly contains materials with which the subject has had no formal learning experience, paper-and-pencil tests usually include items dealing with numbers, number series, vocabulary, memory of forms, space-perception, drawing-completion, analogies, following of directions, sentence-interpretation, abstract ideas, problem-solution, and similar categories. Hence differences in background experiences as well as innate mental ability may affect test performance, thereby indicating individual differences in learning readiness at any educational level.

Teachers and counselors need training in the use to be made of intelligence test scores. Too often they base their evaluation of learning achievement and their treatment of individual pupils on the results of the administration of a single group intelligence test. Colleges have found that when other factors are equal—that is, student interest in learning and teaching effectiveness on the lower school levels, marks earned in high school are better indices of college success in academic studies than is performance on an intelligence test.

The authors have made a comparative study of the intelligence quotients of 2,636 high-school graduates and their respective four-year scholastic averages. It was found that, in general, the graduates having the higher intelligence quotients earned the better scholastic averages. Yet there was a sufficient number of discrepancies between supposed intellectual level and aca-

about home and community assets and limitations will be of value both to the teacher and the counselor.

The counselor plays an important role in gathering information about pupils. He often is able to obtain much of the needed data as he continues from day to day with his regular work. He can discover facts such as the occupation of the father, the special problems in the home, the status and role of a pupil in his family, the attitudes and beliefs of respective family members, the young person's assets, and other significant matters. Since these bits of information are vital adjuncts to an understanding of what makes the child "tick," the counselor shares them with the teacher so that the latter can make instructional activities more meaningful. Through these means integration is furthered in the classroom.

Value of co-operation The worth of a guidance-based curriculum depends on the extent to which the teachers, counselors, and other school personnel are able to work together toward providing curricular experiences which can be shared by the learners. The stronger the teamwork and the closer the unity of purpose, the more effective will be the basic curriculum that is constructed. It must rest on a recognition of differences among individuals and a respect for their needs, interests, and motivations. The curriculum becomes most functional when the lives of the learners both within and outside the school are affected for the better.

Co-operation among school personnel also is required in providing a good learning environment and utilizing techniques that will call forth learning responses. Teacher understanding of the psychology of learning and of behavior problems also will increase the probability that a guidance-based curriculum will yield more favorable results for all pupils involved. Emphasis should be placed on the need for integration of learning as the materials of the learning units are prepared.

Attempts to functionalize the curriculum The developing interest in the child among education-minded philosophers, especially John Dewey, and the research findings of psychologists resulted in a twentieth-century curriculum-improvement movement that has paralleled the guidance movement. Attempts to make curriculums more functional in their approach gave birth to a series of catch phrases, such as "individualization," "enrichment," "acceleration," "rapid progress," and "integration of learning." Experimental curriculums were constructed in various school communities to meet what were considered to be the specific learning needs of that community. Because of their successful operation, some of these curriculums were adopted *in toto* by other schools or school systems where too often they did not serve their supposed purpose. The chief cause of their failure is that they were superimposed and not fitted to the learning needs of the schools in which they were introduced.

Some of these "new" curriculums were based on sound psychological and

educational principles. With appropriate modifications, many of their basic concepts have exercised a pervasive influence on much of present-day curriculum construction and implementation. Among the most well-known experiments are these which are listed along with the names of their originators and described briefly.

Curriculum	Descriptive Statement
The Dalton Laboratory Plan Helen Parkhurst	This plan stresses freedom of expression, individual initiative, and group interaction. Job assignments are made that are to be completed within one month. A pupil can choose the job he wishes to complete first. The morning hours are spent in academic work; specialty subjects, such as art, music, and physical education are taken up in the afternoon sessions.
The Winnetka Plan Carleton Washburne	This plan permits the learner to follow his own rate of learning in each subject area. It is based on learner readiness for continued study, as determined by a pre-test in each subject. The child continues his study until he can pass the prescribed test for the learning material.
The Project Method William H. Kilpatrick	This plan gives learners a chance to work together in the planning and execution of such projects as producer-consumer problems, and drill projects. Learning is individualized according to the child's interest and ability.
The Activity Program J. C. Morrison	In this plan attempts are made to introduce many activities into the curriculum. Children participate in the planning of their daily activities, in research and expressional activities, as well as in the planning of field trips.
The Experience Curriculum John Dewey and followers	This plan implies that the value of a child's experiences depends on the extent to which he is stimulated to make them functional in his thinking and behavior. Dewey believed that an experience included "an active and a passive element peculiarly combined."
Core Curriculum	The core curriculum is based on the assumption that some learning experiences on every school level are of value to all learners. The core thus is organized around common areas to meet the learner's needs in

his personal adjustments and in his social relations. On the secondary level, a core class usually is organized to include lengthened class periods (two to four regular periods) and regular class periods for subjects not included in the core. A core usually includes English and social studies, and sometimes art, music, and science.

CURRICULUM ARTICULATION

Articulation is concerned with the advancing of a learner from one school level to another, or of the co-ordination of the curriculum in each unit of instruction. As the child who enters the kindergarten moves on through the school system he encounters different groups, different school buildings, and different teachers, as well as different organizational arrangements. Articulation has to do with helping the learner make these transitions as smoothly and easily as possible.

A guidance-based curriculum attempts so to co-ordinate specific learnings from one school level to another as well as on any level that, from the beginning of the child's formalized training, his learning may be continuous and functional. This type of curriculum is likely to stimulate the interest, appreciation, and co-operation of those who participate.

Articulation between school levels The specific problems associated with articulation between levels are discussed in later chapters; at this point we shall consider some of the general problems. The kindergarten child needs to be oriented to the other children and to the teacher as a mother-substitute. When he enters the elementary school, the child also requires much individual attention in his orientation to a new environment. Although the problems vary somewhat, the fact remains that each learner, when he enters a higher level of learning, has to make certain adjustments. The responsibility for his welfare is that of the school. Here the class teacher and the guidance counselor become persons of first importance.

Articulation adjustments which an elementary-school, junior-high-school, or senior-high-school graduate is called upon to make include:

1. Entering new social groups
2. Adapting to a different type of school organization
3. Meeting teachers who are subject-matter specialists
4. Pursuing subjects that may be different from those studied earlier
5. Discovering differences in teacher interest in him as an individual
6. Adjusting to new methods of teaching

7. Learning different methods of study
8. Experiencing a greater degree of freedom of conduct
9. Deciding on a program of studies
10. Coping with developing inner urges
11. Participating in the cocurricular activities of the school

Articulation within the school Curriculums can be planned in such a way that the problems of articulation can be lessened, but the teacher and the guidance counselor must be alert to meeting all pupil problems in order to ensure good articulation within the school. The elective system in high school and college allows for gaps in learning. These should not be permitted to occur. Counselors can suggest the kind of program that may prevent gaps. By making certain that no important areas of the course of study are omitted, teachers provide all the learning experiences that assist learners to achieve relatively complete mastery.

A primary concern of the counselor is planning for learner adjustment. This concern extends to school levels both lower and higher than the one in which he currently is functioning. He must be alert to the curricular offerings of the feeder school as well as of those schools to which his graduates are sent.

One of the greatest shortcomings of the present-day school is the high degree of departmentalization (compartmentalization). Teachers and other school personnel constantly are seeking devices to make each subject more functional and to integrate the teaching-learning activities of the various departments. The learner needs to cut across areas of learning. He should be encouraged to bring to his class discussion in one subject area whatever knowledge or skill he has achieved in other learning areas that may apply.

CURRICULUM EVALUATION

The evaluation of curricular offerings on any school level or in any learning area is a constant process requiring the participation of all members of the school personnel. Periodic evaluations include the consideration of the (1) validity of basic hypotheses, (2) effectiveness of the specific techniques utilized for attaining curriculum-pointed goals, and (3) extent to which the personal biases of the formulators may be evidenced in its patterning.

Curriculum evaluation implies curriculum reorganization or modification. Fundamental to whatever is done with and for curriculum adjustment are the following concepts:

1. Changes in human behavior are brought about through the educational process.
2. These changes can be measured with some degree of accuracy.

3. Any discernible changes are important considerations in curriculum evaluation.
4. Conclusions concerning the adequacy of a curriculum that are based on samples of what appear to be typical reactions of learners usually are valid.

Through continuous evaluation and curriculum planning new procedures are developed and appraised and improvements made as inadequacies are identified and eliminated. This dynamic process serves to (1) clarify educational objectives, (2) stimulate the learner to do more and better work, (3) point up the value of guidance for the individual learner, and (4) provide educational information that will be meaningful to parents and other interested citizens.

QUESTIONS AND TOPICS FOR DISCUSSION

1. As a guidance-minded fifth-grade teacher, suggest what you could do to improve the curriculum for your grade.
2. What do you believe to be the most significant factor in curriculum construction? Justify your opinion.
3. What do you believe to be the most important sources of curriculum materials? Explain.
4. Explain the educational philosophy that is basic to each of the following: activity program, Dalton Plan, Winnetka Plan, experience curriculum.
5. Evaluate critically the core curriculum, including its advantages and disadvantages.
6. What is the value of having teachers and guidance counselors serve on committees for curriculum construction?
7. If you could relive your school life, describe the curriculum that you would like to pursue, on any level.
8. Discuss procedures that might be used to reduce or eliminate failure in school.
9. Indicate the kind of class group you would prefer to teach. Explain.
10. What connection, if any, is there between curriculum and effective motivation of learning?
11. Evaluate critically the curriculum of the high school that you attended.
12. Indicate the major articulation problems which the guidance counselor should be able to recognize.
13. Suggest ways in which articulation can be effected within a school unit.

8

PUPIL EVALUATION AND RECORDING

The study of the individual has become a significant aspect of education. Former emphasis on measurement to determine degree of success in mastery gradually has shifted to the utilization of evaluating techniques in studying an individual's physical, emotional, and social development, as well as his intellectual achievement. Moreover, in the past, whatever individual pupil records were kept usually contained little more than information concerning academic progress. Educators now attempt to include in a pupil's record data dealing with as many aspects as possible of his developmental pattern and experiences.

THE CONCEPT OF EVALUATION

The term *evaluation* rather than *measurement* is coming to be used generally in the field of education and guidance. *Evaluation* is more inclusive in its scope than *measurement*, though the two terms often are used interchangeably. Evaluation comprises at least two major phases: (1) determining the extent of change, and (2) judging the desirability and the adequacy of the change. By means of data obtained through the application of one or another technique of measurement, the individual's gain in knowledge, development of attitudes, growth in interests, and achievement of emotional controls are interpreted.

Function of evaluation Teachers and guidance personnel constantly are studying the extent to which changes are taking place within an individual as a result of his experiences in school and elsewhere. Since subjective personality factors tend to affect an individual's behavior in any situation, it often is difficult to evaluate adequately all phases of the individual's development. Some aspects of progress are measured easily and can be interpreted objectively. Other more subjective aspects may require that the interpretation of

obtained data represent the mature and trained judgment of two or more experts. Since teachers differ in their standards and in their attitude toward individuals or toward the process of evaluation, the judgment of only one teacher concerning an individual's developmental status in any area of his personality may be insufficient or inaccurate.

What constitutes desirable achievement at any step in the developmental process? For example, at what age should a young person be able to read and understand what he has read in relatively simple newspaper reports or similar material? When in his developmental process can he be expected to recognize the rights of other people and his own responsibilities? If an individual does not perform as he should in reading, in displayed attitudes, or in any other area developed through learning, what is the cause? The discovery of the answers to these questions is the responsibility of guidance workers—teachers or specialists.

Evaluating approaches Pupil evaluation includes: (1) a more or less *informal* study by teachers and counselors of an individual's displayed attitudes, behavior patterns, and learning performance in the classroom, and (2) the utilization of more *formal* evaluating techniques. Our educational objectives are aimed at providing for every learner, within the limits of his innate capacity, whatever plans, materials, and procedures that are needed to help him develop adult status in all areas of life. Hence one of the primary responsibilities of teachers and counselors is to discover a person's innate capacities, his learning needs, and his own attitudes toward adequate achievement of constructive life goals.

In his continued contacts through a school term or year with individual learners, the guidance-minded teacher can discover much about their respective interests, abilities, and habit patterns. Knowledge obtained by the teacher through his informal study of pupil characteristics can be supplemented by recorded data derived from the administration by counselors and other specialists of various types of measuring instruments. Some of the more common programs of pupil evaluation are discussed briefly in this chapter.

INFORMAL STUDY APPROACHES

Most teachers are confronted daily with a feeling of inadequacy whenever they attempt to evaluate the behavior of their pupils and to guide the learning process. As a result of experimentation, certain procedures have been found to be helpful to teachers and counselors as ways of studying young people. These approaches include: (1) observation of learner behavior, accompanied by writing anecdotal reports of significant behavior deviations, (2) pupil-submitted autobiographical sketches, (3) sociograms, (4) teacher-

pupil interviews, (5) individual or group projects, (6) oral recitations and short quizzes, (7) learner's notebooks, reports, and themes, and (8) displayed creativity. Although all of these approaches have value as giving indices of pupil characteristics, we shall discuss some and refer only briefly to the others.

Observation Observation is a continuous process. Some persons are careful observers and report more reliably than others. Parents observe in the home, the counselor observes during an interview, the test administrator observes during the giving of a test, and the teacher observes during his daily teaching. The supervisor makes planned observations so as to help the teaching and the learning process.

In the past, teachers came to know pupil leaders through casual observations; today we are more concerned with developing attitudes of careful observation of the behavior of all individuals and recording facts *at the time of their occurrence or shortly thereafter*. No matter how strongly anyone believes that he will remember what has happened, he can be sure of its recall only if he makes an immediate record of it.

The observer may desire to observe simple units of behavior or patterns of behavior. In either case, he can proceed along scientific lines. If he wishes to study the behavior of all the individuals in a classroom situation as related to definite items, such as punctuality, neatness, and so on, he prepares the list of items and records all observations pertaining to any of them. If, however, the observer is interested in one pattern of behavior, such as that of boys at a baseball game, he makes his careful observations and accurate recordings of all or many aspects of behavior in that situation.

During their observation and study of individual learners, teachers and counselors can look for the exhibition of the following characteristics:

1. Desire to get attention and recognition or approval from associates
2. Tendency toward mastery or submission
3. Display of rivalry, teasing, curiosity, or desire to play
4. Desire to co-operate in class and to participate in discussion
5. Habits of study
6. Speed of reading and completing special assignments
7. Quality of expression in answering questions
8. Social adaptability
9. Leadership qualities
10. Kind and number of questions asked
11. Extent of interest in school work
12. Speech difficulties or other physical deviations
13. Attempts at cheating
14. Promptness in coming to attention

Reliable facts can be presented through the technique of observation, but individual bias may cause the facts to be distorted and thus invalidate the re-

ademic success to serve as a warning to any teacher or counselor who assumes that the mentally superior always performs successfully. Table 1 presents a summarization of the study.

It can be noted that no student with an IQ lower than 111 earned a scholastic average above 90%, but that one student having an IQ of 135 was

Table 1. I.Q.'s and School Averages of 2,636 High School Graduates¹

I.Q. of Pupils	Number of Pupils with School Averages of						Total
	65%*- 69%	70%- 74%	75%- 79%	80%- 84%	85%- 89%	90%- 100%	
140 and up		1	1	13	11	14	40
130-139	1	8	11	34	49	17	120
125-129		15	43	65	42	8	173
120-124	1	41	64	66	46	7	225
115-119	10	102	115	78	38	4	347
110-114	24	121	112	44	25	2	328
105-109	70	177	102	35	13		397
100-104	82*	175	90	25	6		378
95-99	102	125	52	9			288
90-94	66	94	20	3			183
85-89	59	43	7				109
80-84	25	11					36
75-79	8	4					12
Total	448	917	617	372	230	52	2636
Highest I.Q.	135	141	145	157	156	158	158
Median I.Q.	98	108	112	119	129	133	110
Lowest I.Q.	75	76	86	90	100	111	75

* 65 is the passing mark.

¹ L. D. Crow and Alice Crow, *Educational Psychology*, rev. ed., p. 159. American Book Company, New York, 1958.

graduated with a four-year scholastic average below 70%. It is evident that factors other than the intelligence quotient are responsible for spread of learning ability and learning success. Some of these factors, referred to earlier, are differences in individual interests and ambitions, and differences among instructors in teaching procedures or evaluation.

Secondary-school and college personnel are wrestling with the problem posed by mentally superior students who do not perform on a high level in their study activities. Recently the Educational and Vocational Guidance

Department of the New York City School System received a grant for a study of underachievers among the gifted in the senior high schools. The project was undertaken to meet the existing manpower shortage.

Bright underachievers were identified according to the following criteria:

1. 135 IQ or above in group tests of intelligence
2. 88th percentile or above on the Iowa Tests
3. An average grade for the first three terms of below 85 per cent

The number of underachievers in the 39 high schools included in the project totaled about 5,000 pupils, or more than 60 per cent of the bright and gifted population of these schools. More boys than girls were failing to work to capacity.

Involved in the conduct of the project were psychiatrists, psychologists, social workers, and school counselors. The parents of selected underachievers were interviewed in their homes. Through these interviews it was discovered that some of the causes for underachievement were the following:

1. Educational gaps caused by excessive absence, change of school, etc.
2. Health conditions
3. Stressful family influence
4. Disturbance in family-child relations

Ten per cent of the group received psychiatric evaluation (administration of Stanford-Binet test of intelligence, the Rorschach Inkblot test and other instruments and individual interviews). Of those receiving special evaluation, 150 were found to be emotionally disturbed: confused, bewildered, unaware of mental potential, and having ambivalent feelings in their personal inter-relationships.

Various services were included in the project: tutoring, remedial reading, special group work, pilot project with parents, psychiatric attention and (for a few) participation in regular courses at Columbia University. Emphasis was placed upon increased motivation toward the earning of greater study success. At the time of this writing it is too early to predict the final outcomes of the study. Various factors, such as marking standards in different schools and the reliability of group intelligence scores, can militate against the validity of identifying students as underachievers. A project of this kind has value, however, in that it alerts parents, educators, and the general citizenry to the need of stimulating able young people to want to profit from their participation in challenging learning situations.

Present emphasis on scientific research has alerted administrators and guidance personnel to the need for discovering able young learners as early in their school life as possible. The school people of Cleveland, Ohio, have done this for many years. As a result they have organized an outstanding program for the gifted.

The utilization of well-standardized intelligence tests has value in educa-

tional and vocational guidance. In high school and college, successful mastery in courses such as advanced mathematics and science requires a high degree of mental alertness. Learners who are mentally slow usually experience learning difficulties if they are permitted to elect those courses. It also has been discovered that success in certain vocational areas is dependent on a high degree of intellectual ability. The results of intelligence tests assist the counselor in recommending the selection of those courses which may have value toward occupational competency. The teacher and the pupil should remember, however, that the intelligence quotient is not the sole determining factor in educational, social, or vocational success.

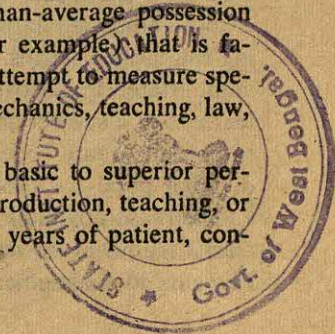
Differential aptitude batteries As a result of factor-analysis, based on the multiple-factor theory of trait relationships, some psychologists have constructed intelligence tests according to what are termed the *primary mental abilities*. Included among these abilities are verbal comprehension, word fluency, number-, space-associative memory, perceptual speed, and reasoning. A differential aptitude battery differs from general intelligence tests since it comprises a battery of tests each of which is designed to measure one of the primary mental abilities.

Although most of these batteries are intended for use in high schools and colleges, similar ones have been constructed for administration to younger children and adults. The Army and the United States Employment services utilize batteries that have been constructed to meet their particular testing needs. It is believed by those who have had experience with such tests that they are superior to general intelligence tests for discovering differences in human abilities.

Special aptitude tests A quality or ability that all people possess to some degree can be regarded as an aptitude. A person who possesses, as one aspect of his total personality pattern, a superior ability to profit from study in a particular, limited area of activity can be considered to have a *special aptitude* for it. Whether this superiority is inherited or environmentally induced still is uncertain. According to the dictionary, aptitude is "natural or potential capacity or ability."

Measuring instruments have been constructed to determine the degree to which an individual shows an innate readiness for superior performance. Some aptitude tests are designed to discover better-than-average possession of a quality (sensory capacity or motor dexterity, for example) that is favorable to success in various occupations. Other tests attempt to measure special aptitude for vocational training in fields, such as mechanics, teaching, law, and medicine.

Controversy exists as to whether innate aptitude is basic to superior performance in the graphic arts or design, music, literary production, teaching, or other areas of specialization. It probably is a fact that years of patient, con-



scientific practice alone will not produce a virtuoso, or that taking many courses and reading many books will not guarantee a person's becoming a legal genius, an insightful diagnostician of physical ills, or a master teacher. Superior performance in any area of human endeavor probably represents the possession of many specific abilities rather than an "aptitude."

Although attempts have been made to measure special abilities, the construction of worthwhile aptitude tests has not proceeded far. Many of the available instruments are unsatisfactory largely because of the kinds of items included and the widely different populations used in their standardization. Moreover, an aptitude test is designed to measure the quality of performance *at the time the test is given*.

The results of these tests may indicate future superior achievement in the particular ability or skill tested. Whether or not a potentiality attains realization depends on various factors: (1) the willingness of the individual to engage intensively in appropriate study and practice, (2) the kind and amount of training available to him, (3) the pressure of family or other responsibilities and obligations, and (4) public interest in and demand for the exercise of his special ability. Nevertheless, aptitude tests should have a place in the guidance program. If used in conjunction with other means of evaluation, they can offer the school counselor some information concerning one of the many aspects of a young person's developing personality pattern.

Achievement tests in a guidance program Academic achievement is one of the areas in which guidance counselors can obtain relatively accurate information. The guidance personnel need this type of pupil appraisal. Teacher-made tests have value, and many standardized tests are valid and reliable. Achievement tests can be helpful in two important ways: (1) by furnishing the individual himself with scores that help him appraise the progress he is making toward the achievement of his goal; (2) by furnishing the counselor with information on the amount of knowledge the individual has in a given field of learning.

Functions served by achievement tests A standardized achievement test can be (1) survey, (2) diagnostic, or (3) prognostic in purpose.

A *survey test* usually comprises items that include learning materials covered in a particular subject field or subject unit. The main purpose for a school's administering the test is to discover to what extent its pupils are meeting established norms. As its name implies, an appropriate *diagnostic test* is administered to discover the respective strengths and weaknesses of individual learners in a subject area or unit, such as skill in language usage or the ability to extract square root. Discovered weaknesses then become the bases of individual pupil- or group-centered remedial teaching.

The reason for administering a *prognostic test* is to determine a pupil's or a class's readiness for beginning or advanced learning in a specific subject area. Entrants to the elementary school usually are given a reading readiness test

to determine class placement. Appropriate batteries of achievement tests also are administered in high schools and colleges for prognostic purposes.

As the first step of an experiment in the study of educational psychology, the authors administered a prognostic test based on the content of the subject of educational psychology to the 160 students involved in the experiment. The results showed wide differences among the individuals. In fact, a few students earned a lower total score at the end of the semester's work than others made in the prognostic test given at the beginning. It also was discovered that all students knew certain materials that were supposed to be included in the semester's work and which therefore were accepted as the background of advanced study.

Areas of achievement tests Many valid and reliable achievement tests have been developed for the elementary schools. There are available both batteries of tests that include various subject areas and tests in single areas, such as arithmetic, vocabulary and word usage, spelling, reading, penmanship, science, health and safety, and social studies (history, civics, and geography). Some of these serve an entire range of grades—2 through 9; others are overlapping for various grade levels.

Hundreds of achievement tests have been constructed for subjects on the elementary and secondary levels and more tests are being constructed. Some batteries also are available. For the most part, these batteries include supposedly fundamental knowledges, skills, and appreciation of relationships. They are intended for use at strategic points in the educational ladder: promotional tests in the elementary school, tests for high-school entrants, college entrance examinations, and graduate record examinations. The data yielded by the administration of any one of such batteries can assist counselors in the placement of students in appropriate subject areas or levels of study in a subject.

Although elementary schools use standardized achievement tests extensively, the value of these tests is limited on higher educational levels. This difference is understandable. Elementary-school curriculums are relatively similar; they deal with fundamental knowledges and skills. Curricular and instructional emphases vary in the higher schools, however, according to educational philosophy and policy, and teacher and student interests. What are regarded as *essential learnings* may differ from school to school and even among instructors in the same educational institution.

THE EVALUATION OF PERSONALITY

Personality is dynamic integrated behavior resulting from the interaction between inherited potentialities and environmental influences. It is, in other words, the resultant of the interrelationship among all phases of an individ-

ual's behavior. The personality pattern includes innate potentialities, motivating needs, urges, interests and ambitions; emotionalized attitudes toward any given situation; overt acts. Hence "personality" evaluation includes the measurement of intelligence, aptitudes, and achievement, as well as of certain other qualities or characteristics of an individual of any age. The measuring instruments discussed earlier can be administered by qualified classroom teachers and teacher-counselors and the results interpreted in regard to learning progress. At this point we are concerned with the evaluation of what can be viewed as the more subtle elements of personality.

Significance of traits The many qualities or trait clusters (general categories of related traits) that comprise an individual's total personality do not function in isolation. There is a constant interplay among them; the functioning of one trait may affect the activity of another. However, under certain conditions or in specific situations, one or another trait or trait cluster may become so dominant that others seem unable to function adequately.

It is well known that factors of personality play a great part in job adjustment and worker satisfaction. Being successful requires more than possessing the skill needed to do the job. The worker must be able to get along with his employer, his co-workers, and his family. For example, a worker's feelings of resentment aroused by his failure to receive an expected promotion may interfere with his performance. An adolescent's experiencing of "puppy love" can exert a tremendous influence on his attitudes and behavior. Former unconcern about his appearances changes to an intense interest in clothes and meticulous grooming; in recitation classes, his attention wanders from the topic being discussed, especially if the adored member of the opposite sex is a classmate; home assignments may be neglected; in the home, he is likely to be dreamy, moody, or easily angered.

Experienced teachers and counselors know that a situation of the kind described is common and they are not unduly bothered by it unless the constructive development of the young person's potential abilities is too greatly interfered with because of the effect on him of this newly-experienced growing-up urge.

There are times, however, when parents, teachers, counselors, and even the individual himself are unable to explain his overt acts or his inner state. Underachievement in learning, delinquent behavior, or emotional disturbance may have its roots in failure to recognize the value of adhering to school or community standards, conflict among differing urges and interests, or confused thinking.

In order to help a young person achieve self-understanding and consequent self-realization coupled with self-discipline, counselors need to discover the underlying causes of difficulties. Various study approaches are utilized to evaluate inner motivations of overt behavior. In addition to the methods of evaluation described earlier, there are available (1) paper-and-pencil

tests, questionnaires, and inventories to measure personality traits, and (2) projective techniques and situational tests, the administration of which supposedly yields functional analysis of the integrated "whole" personality.

Measurement of personality traits An individual's specific traits can be studied by means of (1) *questionnaires* or *inventories*, to the various items of which the individual himself responds, and (2) *rating scales*, in which one or more persons evaluate specific forms of behavior or attitudes that seem to be habitual characteristics of the subject. Although attempts have been made to standardize personality questionnaires, inventories, and scales, established norms may not be reliable. The responses of either the self-rater or another rater are subjective. The former may give evidence of self-deception or wishful thinking; the rating of the latter may reflect personal bias or opinion rather than fact.

Self-administered interest and attitude inventories are concerned with the way an individual feels about people, objects, conditions, and situations. They include many areas, such as (1) attitude toward various vocational fields, (2) opinions on political, social, economic, or religious issues, (3) attitudes in relation to school, home, or community conditions, or toward family members, school personnel, supervisors, co-workers, or other associates. Personality tests and rating scales tend to place emphasis on habits, expected reactions in specific situations, and other aspects of behavior.

The effective utilization of all these measures depends on the attitude displayed toward them by the members of a guidance-minded faculty and the inclusion in the guidance staff of a counselor trained in the use of the various techniques listed. Discretion is needed in the selection and interpretation of these measuring instruments. *To know* is not always *to do*. Responses to test items may show a knowledge of accepted patterns of behavior, but the subject's actual behavior may differ greatly from his reactions on paper. The guidance counselor must be able to evaluate the accuracy of these tests. More than in the use of other measuring instruments, experience in working with the results of many cases over a long period of time is necessary to interpret intelligently the meaning of the scores obtained. (For an example of school-constructed rating scales, see Appendix, p. 436.)

Projective techniques and situational tests A test or inventory dealing with specific personality traits contains "structured" material. It consists of definite items according to an assigned pattern of response from which the subject or rater selects that which seems to be most appropriate. Responses are thereby restricted. The "unstructured" situations or tasks presented in a projective technique permit the subject to respond freely and informally. A test usually is individually administered and the administrator does no more than ask occasional questions or offer informal suggestions.

For example, the materials of the Rorschach Inkblot Technique consist

of ten cards, each representing an apparently meaningless form or inkblot. The subject, as he is given each card, is asked to describe everything he sees on the card. Some projective techniques, such as the Thematic Apperception Test (TAT) and the Children's Apperception Test (CAT), utilize pictorial material. The subject is supposed to tell a story about each of the pictures, including what probably has happened, what is happening, and what will happen. Here again, the administrator plays a relatively passive role.

In the utilization of these techniques, the subject can give free rein to his imagination. He is encouraged to *project*, through his responses, his hopes and aspirations, his fears and worries, his likes and dislikes, his opinions, and his aggressive, submissive, or other expressive attitudes. Because of the informality of the evaluating experience and the ambiguity of the stimulation, objective interpretation of responses is difficult to obtain. No one except an intensively trained clinical psychologist should attempt to administer a projective technique or interpret the resulting data.

A situational test is intended for the observation of an individual's behavior in a disguised or partially disguised "lifelike" situation. An example of a "structured" situational test might be that of having pupils correct their own spelling test papers (which already had been rated by the teacher but not marked) in order to discover incidence of dishonesty as evidenced by changing incorrectly spelled words.

The setting up of adequate situational tests is difficult and costly. Unless an individual participates in many such situations, one cannot be certain that the displayed behavior is habitual. Moreover, all that is discovered is that the subject acted in a certain way; the *reason* for the behavior is not necessarily apparent.

THE SCHOOL TESTING PROGRAM

During the early years of the twentieth century, Alfred Binet, a French psychologist, and his associate Theophile Simon, constructed an individual test of intelligence to discover the mental ability of slow learners in the French schools. This test then was translated and standardized by Lewis M. Terman as the Stanford Revision of the Binet Scale and used in America as an individually-administered intelligence test. Later, Terman, with the assistance of Maud Merrill, again revised the scale.

Individual testing The 1937 revision of the Stanford-Binet Scale and David Wechsler's more recently constructed individual intelligence scales are used by clinicians in their study of deviate individuals. The members of school guidance personnel (unless they are especially trained to do so) rarely at-

tempt to administer these individual intelligence scales or other personality-evaluating instruments.

Group testing The construction and utilization during World War I of group intelligence tests, the Army Alpha (for literate soldiers) and the Army Beta (for illiterate or non-English-speaking soldiers) stimulated psychologists to construct group intelligence tests for use with school children. At first, such group tests were administered spasmodically: a school principal was moved to compare his pupils' range of intelligence with standardized test norms or with the intelligence status of a neighboring school; a teacher, having taken a course in measurement, wanted to "try out" one or another such test. It was only as school guidance programs began to be organized that school people recognized the value of using a standardized testing instrument as a means of gaining needed information about all pupils.

The present trend in schools on all levels is to administer intelligence tests to entering pupils. Some elementary entrants also are given reading tests. Many secondary schools use appropriate tests with their new pupils to determine their mastery of fundamental operations in mathematics, and their skill in reading and the language arts. At present there is evidence of a growing trend in schools and school systems toward an organized program of regularly scheduled testing for all learners at designated progress levels.

The planning of a testing program An adequate testing program involves co-operative planning by counselors, teachers, parents, and pupils, as well as administrative encouragement and approval. School administrators and supervisors must recognize that the pupils, not the teachers, are the ones to be evaluated. Sometimes teachers believe that when standardized or other school or school system tests are administered, it is the teacher and not the learner who is the chief concern of the school administrator or supervisor.

Pupils should know the purpose to be served by a particular test. They should be given an opportunity to have the test results interpreted to them. Parents also should know that their children are to be tested and that this is being done for the benefit of the pupils.

The testing program should be a long-range one. For example, the testing program for the schools of Shaker Heights, Ohio, includes tests in appropriate areas from the second grade through the senior year of high school.

The tests selected should be appropriate to the purpose to be served. Other things being equal, they should be easy to administer, to score, and to interpret. Since the cost of tests is relatively high, care should be taken that they are selected carefully and intelligently. Until experience is gained with standardized tests, no more than one or two tests should be used at one time.

A test worth giving is worth scoring and having its results recorded, interpreted, and applied. The counselor should be more concerned with the score made and what it means regarding the next step to be taken in the guidance of a particular pupil than with whether the score is high or low.

Fig. 17. Shaker Heights Schools, Test Scoring Schedule, 1958-59

Date		Elementary		Junior High		Senior High	
Mo.	Wk.	Gr.	Test	Gr.	Test	Gr.	Test
Sept.	1			7	Entrance Tests		
	2			7	Calif. Mental Mat. (new pupils)		
				7	Calif. Test of Pers.		
	3			7	Iowa Reading	12	American Council
	4	4	Seashore Mus. Apt.			12	Inglist Vocabulary
Oct.	1			7	Iowa Basic Skills		
	2			9	American Council	11	American Council
				8	Calif. Mental Mat. Math (norms only)		
	3						
	4					10	Coop. Vocabulary
Nov.	1	4	Stanf. Partial Bat.	7	English (TM)		
		5	Stanf. Partial Bat.	8	English (TM)		
		6	Stanf. Partial Bat.	9	English (TM)		
	2						
	3	6	Calif. Mental Mat.		Math (norms only)	12	Coop. Trigonometry
Dec.	1			8	Amer. Hist. (TM)		
	2						
	3	2	Kuhlmann-Anderson				
	4						
Jan.	1			7	Stanf. Part. Battery		
				8	Stanf. Part. Battery		
	2			7	Math. (norms only)		

Date		Elementary		Junior High		Senior High	
Mo. Wk.	Gr.	Test		Gr.	Test	Gr.	Test
Jan.	3			8	Coop. English		
				9	French Unit Test		
				7	(TM)		
				8	English (TM)		
				9	English (TM)		
	4			8	Math.		Exams
Feb.	1						
	2			8	Iowa Alg. Apti- tude	11	Iowa Reading
	3						
	4				Math. (norms only)		
March	1	4	Pintner				
		5	Misc. Pintner				
		6	Misc. Pintner				
	2						
	3			7	English (TM)		
				8	English (TM)		
				9	English (TM)		
	4						
April	1			9	Cooperatives	10 11 12	Cooperatives Cooperatives Cooperatives
	2						
	3				Math. (norms only)		
	4			9	Stanf. Arith.		
May	1					12	Inglis Vocabulary
	2						
	3			7	English (TM)		
				8	English (TM)		
				9	English (TM)		
				8	Amer. Hist. (TM)		
	4				Algebra (TM)	10	Coop. Vocabulary
					Math. (norms only)		
				8 & 9	French (TM)		
June	1						Exams
	2						

Note: (TM) indicates teacher-made tests

The administration of a testing program The teachers selected to administer group tests should meet with the person in charge to study the test and the test manual. They should learn the exact procedures to be followed and should be alerted to some of the problems and questions likely to arise. Emphasis should be placed on (1) the importance of following the directions exactly as given in the manual, and (2) the necessity of preparing test materials ahead of time, so that once the test starts there are no interruptions.

Equally important are the provisions to be made for scoring the tests. Many tests now can be scored by machines, but this method is expensive. When tests are scored by individuals, the first scoring should be checked. Even if capable pupils help with the scoring, the final responsibility is the teacher's.

All scores should be recorded. A recording system that includes, besides the individual's score, the standard norm for the test and the median for the local group is helpful in the interpretation of individual results. This involves extra clerical work but aids in the interpretation of individual performance.

Value of test scores Test scores do not show absolute possession of the trait or ability tested, but they do represent the *measurable degree* to which the individual possesses it. Usually a high rating on an intelligence, aptitude, or achievement test, or on an interest inventory is an index of good potential. When the scores are translated into percentile ranks, they should not be regarded as absolute, even though they are then more meaningful than as raw scores.

Guidance counselors have time to rely on the results of valid standardized tests for assistance in analyzing the behavior and potential ability of individuals. Every counselor is aware, however, that he needs to know more than the score that the individual earns on a particular test. For example, a raw score of 72 on an intelligence test made by a six-year-old boy represents a much higher degree of mental ability than the same score on the same test made by a fifteen-year-old boy. The scores are the same, but the ages are different, and so are the age norms established for the test.

THE CASE HISTORY

With the present emphasis on the educational significance of individual differences among learners and of the application of mental hygiene principles in teaching-learning situations has come a need for utilizing the case-study approach in guidance. Social workers, psychologists, and psychiatrists consider the case-study method basic to their understanding of a client's whole personality.

Construction of a case history The case history is *not an instrument of evaluation*. Rather is it a compilation of all available data on an individual who requires intensive study and special therapy. For a case history to be valid, all items of information must be accurate. *Not having any reported information about an aspect of personality is better than having incorrect data* if the case history is to serve as an adequate basis for intelligent evaluation of client needs and appropriate treatment.

When an individual is referred by the school or another community agency to a psychological clinic for special remedial treatment or rehabilitation, a trained member of the clinic staff, usually a psychiatric social worker, accumulates and arranges the various kinds of information needed for clinical study. A complete case history includes the following:

Identifying data: name, age, sex, etc.

The specific problem condition or situation, including observable symptoms

Health history

Family history

School experiences

Occupational experiences (if an adult)

Social adjustments

Examinations

Physical

Mental

Psychological

Psychophysical

Educational

This outline can be adapted to meet the needs of the particular person or situation being studied. One point concerning the construction of a case history cannot be stressed too strongly. The term *case history* should not be applied loosely to any body of information about an individual. For example, one area of college study for persons preparing for teaching or counseling is that of human development and adjustment. Often in connection with this course the student is expected to observe, over a period of time, the behavior of a developing young person and then report his findings, including any available data on school achievement, results of tests administered, and similar pertinent items of information. This is an individual report or a *case report*, and should not be confused with the *case history* prepared by a trained social worker or psychologist.

The case study The case study goes beyond the case history. The data of the case history are interpreted, the client's difficulty is diagnosed, appropriate treatment or therapy administered, and a follow-up continued until satisfactory adjustment is evidenced.

Conducting a complete case study is a task for specialists. It represents a clinical approach to serious problems of maladjustment which go beyond the training and experience of teachers and school guidance staffs. Although the school guidance personnel are responsible for supplying pertinent data to the social worker for inclusion in the case history, interpreting the data and applying needed therapy are the functions of the psychiatrist and his assistants, a guidance clinic, or a hospital for the mentally ill. Besides supplying information to be included in the case history, the members of a school staff have the responsibility of applying any remedial measures suggested by the specialists.

THE GUIDANCE FOLDER

Recording information is just as important as obtaining it. Significant facts should be recorded in such a way and kept in such a place that they can be used efficiently. The work involved in recording and filing is tedious and uninteresting yet most important. The record should be cumulative and, in addition to up-to-date identifying data, should include important items concerning a pupil from the time he enters the lower school until he is graduated from high school.

Development of a cumulative record The term *cumulative record* is a recent addition to the terminology used in identifying the various types of records that have been used through the years. The cumulative record is constructed and interpreted differently in different schools, but it usually represents an attempt to begin with certain basic information to which data are added as they are accumulated. An individual's record may be kept either on a card or in a folder. It is regarded as a *permanent* record, and it is designed to cover a period of years.

The specific items of information usually included in a cumulative record (some to be corrected from time to time, such as address) are the following:

1. Identifying data
2. Home conditions and background
3. Economic possibilities and limitations
4. Health record
5. Academic record
6. Record of out-of-class activities
7. Character and personality development record
8. Record of individual potentialities
9. Record of happenings of special significance
10. Record of special interests and achievements
11. Educational plans
12. Vocational interests

13. Work experiences
14. Plans for after-school life
15. A small picture of the pupil, placed with the record when the individual enters the school. Other pictures of him can be added at later stages of his development.

Entering on a cumulative record card all of the additions or changes that may be needed to keep items 9 through 14, for example, up to the minute for every pupil would constitute a time-consuming chore. Consequently, some schools use an envelope or folder for each pupil in which is placed the cumulative record card indicating pupil progress, and separate cards containing information concerning, respectively, significant happenings, teacher's or counselor's comments, vocational interests, work experiences, and similar notations. In other schools, various areas of information are filed separately and kept in different offices: (1) complete health record in the office of health and physical education department, (2) factual identifying information and yearly attendance and achievement records in the general office, and (3) less objective, personal data in the guidance office.

Moreover, in most school systems, the school on each level—elementary, junior high, and senior high—keeps its own set of cumulative records which remains in the school and pertinent data are copied from it for transfer to the next higher school a pupil will attend. There is a trend toward placing all pertinent data on one card which travels with the pupil from one school level to another. See the cumulative record card of the Public Schools of Portland, Maine, which follows on page 144.

Utilization of the record In some schools, guidance records are available only to the counselor. Provision should be made for teachers to see and make use of these records too, since the learners' aims, interests, potentialities, degree of accomplishment, and application to work represent valuable data for teachers in evaluating classroom work and in guiding further learning. There is one exception to this general procedure: confidential information about an individual that is of value only to the counselor should either be removed from the folder before the latter is made available for general use or be kept in a separate file.

Teachers should be aided to understand that scientific study of the individuals as they mature can be achieved through these records. Staff members who do not have the guidance point of view dislike the job of entering on the record cards what to them may seem unnecessary information. Once they personally experience the worth of the records, they usually co-operate fully in evaluating their pupils on the items included on the forms. Moreover, if teachers are encouraged to consult the folders, they develop an active interest in their pupils as the latter's stories of progress unfold. Meaning is given the recorded data as the information helps counselors and teachers gain a better understanding of human behavior.

Fig. 18. Cumulative Record Cards, Portland, Maine

[illegible][illegible]

Parents should be acquainted with anything outstanding in a child's record. Greater co-operation from the parents can be secured if the counselor can show them written evidence of what he tells them about their child. If parents are shown an accumulation of data covering a long period of time, they are less inclined to criticize the judgment of the counselor or believe that their own judgment is as good as, if not better than, the counselor's. In some high schools, the student as well is permitted to see his record and discuss significant items with his counselor. Other schools consider this policy inadvisable.

QUESTIONS AND TOPICS FOR DISCUSSION

1. Differentiate between evaluation and measurement.
2. What are some of the limitations of the observation technique? the projective technique? the testing technique?
3. Describe the various types of measurements of individuals that can be utilized as aids to good guidance.
4. What are the important conditions to be considered in administering a testing program for guidance purposes?
5. Prepare to administer an intelligence test, an achievement test, an aptitude test, and an interest inventory. Then administer each to a group or to an individual. Study the results and evaluate them for the learner.
6. How does scholastic aptitude differ from mechanical aptitude?
7. Evaluate standardized tests and teacher-made tests.
8. What difficulties are encountered in personality measurement?
9. Study the testing programs given on pages 138-139. What differences and what similarities do you discover?
10. What is the value of the case-study technique in pupil evaluation?
11. Enumerate the important uses to which the guidance folder can be put.
12. What is the value of cumulative records of student activities to the student? the employer? the school? the college?
13. Consult the placement counselor in your high school or college to ascertain what types of record forms are used.
14. Who should have direct access to records for guidance purposes? Why?
15. Present the advantages and disadvantages of allowing students to see their guidance records.

9

THE GROUP APPROACH IN GUIDANCE

The group approach is characteristic of the democratic way of life. Hence the group process is becoming an increasingly popular guidance technique. To some workers and writers in the field, counseling in individual situations represents the essence of guidance or personnel work. Regardless of the truth of this concept of guidance, so-called individual guidance is costly and must be supplemented by guidance in group situations. Furthermore, there are certain guidance activities that yield better results if they are group-centered rather than individual-centered.

GENERAL FUNCTIONS OF GUIDANCE IN GROUP SITUATIONS

The term *group guidance* is a misnomer unless correctly interpreted. We cannot guide the mass or the group as a whole. Whatever provision is made for offering guidance services is directed at a specific individual, either singly or in group situations. Some guidance workers feel so strongly about the individual or personal aspect of guidance that they are wont to refer to so-called group guidance as *guiding the individual in a group*. We have tried to strike a terminological middle ground by using the expression *guidance in group situations* to mean certain aspects of guidance which can be provided for in situations including two or more individuals who have similar interests or guidance needs that can be met more economically and advantageously in small or larger group situations than in the individual counseling situation. The teacher or guidance staff leader of a group-guidance situation must never lose sight of the personal needs, interests, and attitudes of the individual members of the group. When in the following discussion the term *group guidance* is used, the individual-centered implication of the term should be kept in mind.

Groups to be served *Guidance in group situations* usually is thought of as referring to those guidance services that are made available by school person-

nel to large or smaller groups of pupils. Yet, though the welfare of every member of a school's pupil population is the major concern of its guidance personnel, it must be remembered that successful functioning of a program of services involves the guidance of parents and of members of the school staff, as well as of the young people themselves.

The achievement of self-understanding and understanding of others is the ultimate objective of all guidance-pointed activities. Those persons who are the recipients of help from others in managing their affairs certainly need to gain these understandings. Unless parents, teachers, and counselors also possess the same understanding attitudes, it is difficult—if not impossible—for them to provide effective assistance. In this chapter, we shall consider the purposes and operation of programs intended to offer guidance services to the various kinds of groups to which we referred.

Group leadership To be a stimulating and effective group leader a person must (1) have creative imagination, (2) be willing to devote time and thought to the activity, and (3) possess the ability to encourage leadership from among the members of the group. Whatever is attempted in the way of guidance through group activity should focus on the vital interests of the participants. Programs that are superimposed and directed by one person rarely fulfill the purpose for which they were set up. This is a fundamental principle that should be adhered to strictly.

Whether the group consists of school pupils, teachers, parents, other community members, or a business or industrial group, its guidance objectives probably will include one or more of the following: (1) dissemination of helpful information, (2) solution of common problems, (3) gaining of an understanding of the group's general attitudes and points of view, or (4) analysis and reconciliation of differing interests, policies, or points of view.

Leadership in a group situation can be more direct if the purpose to be served is that of giving information. Of course, individual interests and needs still are of primary importance. Those who are supposed to benefit from the information which they receive must recognize the value of the information to themselves. Otherwise, all but the most conscientious among the group will spend the time in idle "doodling," letter-writing, preparing lessons for other classes, or daydreaming.

Assuming that the members of the group are interested in the topic under consideration, the leader engages in direct instruction. In order to hold interest, the material should be well organized and the presentation of the topic stimulating and couched in language suited to the comprehension abilities of the listeners. Usually the lecture is followed by a discussion period in which some or all of the group can participate.

Direct guidance in group situations aimed at providing desired information may be given by qualified teachers, members of the guidance staff, or representatives from community agencies, such as business and industrial

leaders, government officials, or leaders in art, music, literature, and other fields of general education. Guest speakers should be persons who not only know their field but also possess audience-awareness, so that they can adapt their presentation to the educational status and interests of the group.

A more indirect leadership approach is needed when the topic under consideration deals with the personal interests, attitudes, or problems of the group. This form of leadership often is difficult to achieve. For the most part, the discussion consists of a give-and-take among the members of the group. This does not mean, however, that the sponsor is passive, taking no part in steering the course of the discussion.

An illustration of the indirect approach is that of the sponsor of a certain college Psychology Club. The relationship between the group and the sponsor was extremely co-operative and amicable. However, some of the students were heard to complain about the undue amount of faculty dictation prevalent throughout the college. Consequently, the sponsor of this club decided to place all the responsibility for management of the many activities of the group squarely on the shoulders of the students. At meetings, she became an interested but silent spectator. After several weeks, the student officers of the club asked her if she had lost interest in them. The members of the group were very much bothered by her attitude, and club affairs were not progressing satisfactorily. When it was explained to these young people that their sponsor still was very much interested but was attempting to refrain from overdomination of student activity, the answer, given in chorus-like form was, "Oh, no! We didn't mean you. We need you to help us with our plans. Please stop keeping out of things!"

Not only young people but also many supposedly mature adults show behavior and attitude contradictions. They want to believe that they are managing their own affairs. At the same time they need to gain security through the displayed interest in them and the guidance of experienced leaders. To be really effective, however, guidance of group activities must always be tactful and unobtrusive.

A successful group leader listens with courtesy and interest to the comments of any member of the group, aids in the clarification of ideas, brings about harmony in group thinking and planning, and encourages the less vocal members to express their ideas. It also is the responsibility of a group leader to initiate and guide the organization of a group activity according to individually expressed interest. He may propose action if he believes that such action will be acceptable to most of the group. It may be necessary for him to summarize ideas expressed by others, but his remarks are brief and to the point. Perhaps, most important is the leader's ability to accept objectively any expressed disagreement with his own ideas, suggestions, or points of view.

The group situation as a supplement to individual counseling Programs of guidance in group situations that are related to the specific functions of the

guidance services of an institution should be planned and sponsored by the members of the guidance staff. Although counseling represents a personal relationship between the counselor and the counselee, time can be saved, and perhaps better results achieved, if the counseling is conducted with small groups of individuals whose problems or questions are similar. The question of one member of the group may stimulate the thinking of another, or the shy and retiring person may be motivated by the group situation to ask questions or to seek help more easily than he would in a face-to-face conference with a counselor.

GUIDANCE OF PUPILS IN GROUPS

Most schools and colleges offer many kinds of group situations which have indirect or direct guidance implications. Some of these situations are common to the whole school program of activities and follow a continuous schedule from year to year; others are related more directly to the school program of guidance services; still others arise from current needs. The utilization of specific group techniques appropriate to each of the respective educational levels is discussed in later chapters. At this point, we shall consider only the purposes of guidance in the kinds of group situations that can be organized, their respective functions, and their expected outcomes.

Purposes to be served The objectives of guidance in groups vary with school level, pupil needs and interests, administrative philosophy, and available school personnel qualified to lead group activities. In those institutions which provide group programs, children, young people, and adults can receive the following benefits through participation in them:

1. Information that will assist them in adjusting to their various areas of experience, including:
 - a. educational progress
 - b. occupational opportunities and vocational preparation
 - c. leisure-time activities
 - d. social and civic conditions
2. Experience in co-operative living leading to the development of:
 - a. initiative
 - b. good sportsmanship
 - c. consideration of others
 - d. self- and social understanding
3. Development of individual abilities and interests through:
 - a. participation in group projects
 - b. organization of pupil-initiated activities
 - c. special services and programs in and out of the school

A young adolescent, sometimes a child, or an older adolescent, is prone to believe that he is experiencing problem situations and conditions that are peculiar to himself. Often his parents do not understand him; he is the prey of conflicting urges or interests; his teachers expect him to obey certain class or school rules which to him seem foolish; he is bothered by physical and physiological changes which he does not recognize as symptomatic of the growing-up process; he has difficulty in peer-age group relationships. Too often the young person keeps his worries and anxieties to himself. He gradually builds up resentments or feelings of insecurity that may continue to be unnoticed by adults unless his difficulties are recognized by an insightful parent, teacher, or counselor.

When young people, in appropriately organized groups, are given the opportunity to discuss their respective interests, ambitions, attitudes, or emotional reactions, they come to realize that many of their supposedly personal "troubles" are experienced by all or most of their age peers. A wise group leader, who has earned the confidence of the group, then can motivate a boy or girl having a special problem of adjustment to seek individual counseling.

Types of group situations and activities In the broader connotation of the term guidance, every group teaching-learning situation possesses guidance implications. Common learning, as exemplified by unified learning on the elementary level, core and experience curriculums in the secondary schools, and integrated general education in colleges, is based on the guidance concept. Many schools also provide out-of-class group situations and activities, through participation in which young people obtain needed information or can be helped to develop wholesome attitudes and behavior characteristics.

Schools vary in the number of guidance-pointed group situations and activities provided and in the efficacy of the ones that are included in the program of guidance. The more prevalent types are:

1. The school assembly
2. The home-room program, especially in junior and senior high schools
3. Guidance courses
4. Interest and service clubs
5. Organized programs of school government and management
6. Special small-group conferences

Some of the general functions and organizational patterns of these media of guidance are considered here briefly.

The school assembly The school assembly is a form of group participation common to all educational levels. The weekly schedule is so arranged that one or more opportunities are afforded for bringing together in an auditorium or large assembly room all or as many of the student body as the room can seat. In some smaller elementary schools, all of the pupils are brought together

daily for the opening exercises. In larger elementary schools and in most junior and senior high schools, the regular assembly is held weekly or biweekly. Some of the larger colleges and universities have dispensed with the assembly except when particular groups within the institution are brought together from time to time for a special purpose, such as listening to a noted speaker or presenting a group project. In many of the smaller colleges, however, the weekly chapel period is a regular occurrence, and student attendance is obligatory.

Nonschool institutions recognize the value of assembling their personnel for the purpose of encouraging an attitude of oneness among them and of bringing to the attention of the group certain matters of interest to them. Many business houses, industrial plants, professional groups, and social and civic organizations have regular meetings which are attended either voluntarily or under requirement by all who are associated with the institution or the group. At such meetings, instruction is given, operational plans are discussed, or management and worker problems are considered. The assembly on any level or of any group is extremely worthwhile if the program is related to the interests of the participants and is well organized and well presented.

Various values have been attached to the school assembly. It affords opportunities to:

1. Help pupils develop attitudes of oneness and school loyalty
2. Integrate and broaden classroom learnings through various media: guest speakers, motion pictures or television showings, and educational programs prepared and presented by pupils and teachers
3. Provides practice of good audience habits
4. Encourage the development of self-expression and poise through pupil-conducted programs
5. Acquaint pupils with voting procedures as applied to the selection of school government officers
6. Give recognition to individuals and groups for good academic achievement and other phases of school performance
7. Alert pupils to school and community standards of behavior
8. Inform pupils of special school and community activities and opportunities

Not every assembly period is expected to achieve all these objectives. To achieve any of them, the program must be planned with the pupils' interests in mind. The principal or other administrator should not regard the assembly period as a chance for reminding pupils of their school responsibilities, scolding everyone for the misbehavior of a few, or attempting to instill good audience manners by haranguing the group for any apparent deviation from desired behavior. It is well to remember, however, no matter how worthwhile an assembly program may be, some uninterested pupils are likely to whisper to their neighbors, slouch in their seats, or engage in other distracting activities.

Such audience attitudes cannot be tolerated; there must be a "happy medium" between rigidly-disciplined behavior and permissive individualism.

In some schools, a committee composed of pupils and faculty advisers plan the assembly programs. The speakers include community leaders and graduates of the school who are invited by the pupils. Pupil-initiated projects are presented, including dramatizations, musical and dance programs, art exhibitions, presentation of pupil awards, debates and panel discussions, student council nominations, vocational opportunities, sports boosting, orientation programs for entering pupils, and similar matters of concern to most of the school body.

The home-room program Much has been written concerning the benefits to pupils of participation in home-room activities. In most elementary schools, a prerecitation class period (usually fifteen to thirty minutes) is devoted to activities that are extraneous to regular class work and that supposedly have guidance value. In many junior and senior high schools, guidance in group situations is limited almost entirely to scheduled home-room programs. Administrator enthusiasm concerning the value of home-room guidance is not shared by most teachers and pupils. Current dissatisfaction with home-room guidance programs probably is based on lack of understanding, on the part of both teachers and pupils, of the purposes to be served and of the most efficient ways to achieve these purposes. The length of the home-room period, the amount of administrative detail to be handled, the particular interests of the pupils concerned, and the teacher's leadership ability are factors that determine the extent to which guidance functions can be served adequately through this medium.

During the home-room period, certain administrative details must be taken care of. These include recording attendance, making reports, and reading notices. Such activities are time-consuming, since they may give rise to pupils' questions and discussions. No matter how efficient a home-room sponsor may be, he often finds the period slipping away before little if any of a planned program has been reached. In addition, the home room should be what its name implies, a *home* situation in which individual pupils can settle many of their school or personal problems with teacher assistance. Pupils want to discuss their common problems and interests. They also are interested in organizing home-room activities in their own way. Young people enjoy participating in projects dealing with school or community welfare, such as school government, filling Christmas stockings for poor children, planning clean-up and safety campaigns, and other worthwhile activities.

The home-room period can be a valuable medium for guidance if administrative details are handled expeditiously and if programs are geared to pupil interest. During the daily ten-or-fifteen-minute period, little can be accomplished except routine matters. Hence one period each week should be lengthened to forty-five or fifty minutes.

What is done during the long home-room period and how it is done are important. In some schools it is a "silent" period during which teacher and pupils are supposed to prepare themselves for the day's teaching and learning activities. It may be a "gossip" period in which pupils discuss their personal affairs with one another while the teacher attempts to prepare class assignments or make out reports. The time may be devoted to informal teacher-led discussions concerning matters of immediate interest to the pupils. In some schools, after administrative details have been completed, the pupils are at liberty to leave the home room for consultation with counselors or other teachers, to visit the library, or to participate in group projects with pupils of other classes. A guidance program that is planned for the home-room period must take into account all the personal interests of young people who regard this time as their opportunity to do those things that are of interest to them and that they consider worthwhile.

Guidance courses There is a growing trend in the secondary schools, and to a lesser degree in the upper grades of the elementary school, to set aside one recitation period per week for guidance purposes. The home-room period then can remain a time during which the class engages in informal but teacher-led activities of immediate interest to the group. The scheduled guidance period is not a regular recitation period; no marks are assigned for performance. Although the content of the course usually is "structured" so that the topics for discussion fit into a sequential framework, the teacher-counselor who conducts the "lessons" uses an informal, somewhat permissive approach. (See Chapter 14 for an outline of group guidance.)

As an individual progresses through succeeding school levels, he needs to learn the "know-how" of adjusting to the various areas of his present and future life experiences. At least a part of this learning process takes place in his regular study program. Factors closely associated with one or another particular area of adjustment probably can be dealt with more adequately in special group situations or guidance classes. The areas most commonly included in such courses stress educational and vocational opportunities and human relationships or mental hygiene.

Interest and service clubs Young people like to participate in activities with similarly minded schoolmates in which they can give expression to their interests and display initiative and self-direction. Although they often appear to be extremely self-centered, they also welcome opportunities to do things for other people. Interest and activity clubs are excellent media for the satisfaction of these youthful urges.

Clubs may either be an outgrowth of regular classroom work or stem from personal interests and school or community relationships. For the purposes of our discussion, there are included in these out-of-class activities all the group projects that afford young people opportunities for utilizing their boundless

energies and their special aptitudes: athletic teams; subject-area clubs; journalism staffs; library, office, traffic, or other service groups. Each group should be sponsored by a faculty member who is interested in the group and is well qualified to guide the activities of the group tactfully and indirectly.

The number and types of clubs that can be found in any one school depend on school level and pupil interest. An interest or cocurricular club may become so popular and worthwhile that the *club status* is changed to that of an *elective course*, usually taught by the former club leader. If the teacher of the course maintains the informal attitude that was characteristic of his club approach, this course then becomes as popular with the pupils as the club was.

In some secondary schools, for example, the school newspaper and other school publications at first were prepared and issued by a journalism club. Now a course in journalism is offered, which interested and able students elect in place of a regular English course. Here they receive fundamental training in journalism which is applied in improved production of school publications. Of course, editorial work still may consume much out-of-school time.

Both educators and young people differ in their attitudes toward school club activities. Some principals believe so thoroughly in the value of pupil participation in out-of-class group activity that they set aside one period of the regular school day for club activities. Every pupil is required to join a club. Thus, those pupils who are barred by home duties from participation in after-school activities are afforded an opportunity to be in a club. This policy usually is not desirable, however. As soon as club activity becomes a *must*, some pupils rebel; club activity is regarded as another school chore; spontaneous enthusiasm is absent. Many teachers also object to this procedure, since it means that every teacher is expected to be a club leader, whether or not he is interested or possesses leadership qualities.

The point of view of some educators is that all cocurricular clubs should be included among curricular offerings. The advocates of this policy stress the idea that recitation-class sessions then would be conducted in the same informal manner that characterizes club activities. This would seem to be almost impossible in some areas of studies, especially on the secondary level. The teacher's approach is restricted according to the demands of a course of study. Class activity is work, even though it should be a pleasant experience; club activity, no matter how great its educational value and how seriously the club members participate in the completion of projects, still is regarded by them as interesting "play" or recreation.

Generally, participation in out-of-class interest or service clubs is rewarded by earning a designated number of "student activity" credits that vary according to the specific function of the club. There are always some pupils whose chief reason for club membership is amassing these credits. They are the "club joiners" who hold membership in many clubs, either neglect their study responsibilities because of their many club activities or are inactive mem-

bers. Some young people, however, are so shy or retiring (perhaps uninterested) that they refrain from participating in any group activities.

Both the "eager beaver" and the non-participant need the help of their counselor in the development of wholesome attitudes toward club membership, not only in the school but also in preparation for adult life. Moreover, much can be done in the way of guidance toward consideration of the welfare of others by encouraging young people to give service to the school and their classmates through membership in a service club.

Pupil participation in school government and management Organizing and carrying out a program of pupil-teacher school government and management offer excellent opportunities for guidance in democratic living. Such programs can be found on all school levels. As young people grow in maturity and the power of decision-making, they may be permitted to assume added responsibility for the management of school affairs. However, they should not have complete control. Since members of the faculty are as much a part of the school community as the pupils, the former should have a voice in matters which concern the welfare of the entire school. Moreover, young people are not all-wise. In their efforts to improve school conditions, they may propose the introduction of facilities or procedures that would violate school regulations or that are impossible to carry out. The administrative head of the school is responsible for whatever is done in the school; hence he has the veto power over activities of the student council. In schools where teacher members of the school government council exercise tactful and indirect guidance over pupil enthusiasms, the principal rarely needs to exercise his veto power.

The form of organization of this group activity differs among different schools but usually represents a modified form of our own civic government and allows for participation in it of the entire student body, with lines of responsibility and authority clearly defined. It is customary in elementary-school classes and in secondary-school home rooms for appropriate details of class management to be the responsibility of class-elected officers. Student officers usually are nominated by the presidents of the various grades and elected by the student body. If a two-party system prevails in a school, assembly periods devoted to the presentation of the various candidates can arouse much enthusiasm and school spirit. The faculty sponsor of student government activities needs to be a counselor or teacher-counselor who can give indirect, wise guidance and who is willing to devote many out-of-school hours in the exercise of his responsibilities.

For every member of a school's pupil population to participate actively in school government would constitute an ideal situation. Counselors sometimes find it difficult to motivate even a few young people to assume responsibility for helping initiate and carry on certain pupil benefits resulting from student government action. Yet all pupils want to avail themselves of privileges achieved. In many instances, non-participating individuals are reflecting the

citizenship attitudes displayed by the adult members of the family. The worthwhile outcomes of participation in student-school government include:

1. Development of friendliness and co-operation between pupils and staff members
2. Training toward good citizenship and the assumption of civic responsibilities
3. Encouragement of pupil self-discipline
4. Development of leadership qualities
5. Gaining of an appreciation of individual responsibilities in relation to the rights of others

Special small-group conferences In addition to guidance rendered through general school-sponsored group activities, counselors and teacher-counselors often are called on to lead small-group projects or confer with small groups of pupils concerning an immediate problem situation involving the interests or welfare of the group. Such group-guidance conferences usually represent emergency needs, require little preparatory planning by the counselor, and need no more than a few sessions to accomplish their purpose.

The holding of small-group conferences sometimes is requested by a member of the guidance staff. More often, they are initiated by the pupils themselves. Among project conferences can be included preparation of a topical outline for group classes or home-room guidance periods; volunteer service to a neighboring hospital or other community agency; plans for an assembly program; organization of pupil-tutoring groups, and many other similar service projects. Small groups of pupils having similar educational or vocational interest, or school-life problems may wish to meet with a staff member to receive information about opportunities for specialized education, specific business or industrial openings, learning difficulties in a particular field of study, teacher-pupil relationships in a particular situation, pupil-pupil relationships, or any other area of interest or difficulty common to the group.

When a counselor discovers that a small group needs special guidance of one kind or another, he arranges for conferences with them as a group. The degree of success attained in any small-group conference depends on the pupils' recognition of the counselor's sincerity, co-operative attitude, and ability to be helpful.

GROUP ACTIVITIES OF COUNSELING AND TEACHING PERSONNEL

A teacher's or counselor's growth on the job usually is regarded as an outcome of individually received supervisory assistance and personal experience in learning from one's own mistakes. At present there is a trend toward attaining professional efficiency through experience in the group process.

Teacher and counselor orientation In many school systems, beginning teachers and teachers newly appointed to a school meet as a group with the principal or an assistant for orientation purposes. They are briefed on the school's policies, organizational plan, composition of the pupil population, school standards, curricular offerings, and pertinent aspects of school and class management. One or more such group sessions may be needed. A "new" teacher may be paired with an experienced member of the faculty for individual briefing.

Counselors, whether beginning or experienced, need to know what their duties and responsibilities will be in the school to which they have been newly appointed. Orientation or induction sometimes is undertaken by the administrative head of the school. More often it is achieved through group meetings of administrators, supervisors, older members of the guidance staff, and selected teachers.

In New York City, newly-assigned school counselors meet at the Hall of the Board of Education with the heads of the Department of Educational and Vocational Guidance for a two-week period of orientation before they assume their duties in their respective schools. During this briefing period the newcomers not only are briefed on their duties and guidance approaches but also become acquainted with their fellow workers.

In addition to the original briefing sessions, elementary-school and junior-high-school counselors continue to meet weekly at the Board headquarters. At these sessions, they are encouraged by their respective supervisors to discuss their common or individual problems, to exchange experiences, and to learn from their associates about various techniques which they themselves can adapt for use in their own schools.

Guidance associations The annual conference of the American Personnel and Guidance Association and its affiliates offers an excellent opportunity for guidance workers throughout the country to meet in large and smaller groups where they can become acquainted with one another and exchange ideas about the various guidance functions, approaches, and techniques. The APGA also sponsors small regional meetings to serve similar purposes.

Many state, county, and city guidance associations have been organized by guidance workers to serve as media for the improvement and growth of guidance services. Respective groups are concerned with one or another phase of guidance activity, such as vocational, mental hygiene, human engineering, or research. Associations of elementary-school counselors, secondary-school counselors, college guidance personnel, and counselor-trainers also are promoting appropriate projects in the field.

At present, there are so many organized groups of guidance workers that a worker in the field needs to be selective in his group membership. The larger organizations and even some of the smaller groups publish reports of their meetings, including papers presented at them. Even though a counselor finds

it possible to serve actively only in one or a few such groups, he can profit from reading accounts of the proceedings of all groups.

GUIDANCE OF PARENTS IN GROUPS

During his early childhood, the child is at the mercy of whatever parents can and will do in the way of guiding his attitudes and behavior. (See Chapter 12.) Throughout the developing years, an individual is influenced greatly by his experiences in the home. Social and occupational activities are closely tied to parental interests and activities. Educational progress depends to a great extent on the co-operative endeavors of parents and school personnel. The school, the community, and the home are tending to work together more closely for the welfare of the child and adolescent than they did in former years.

Parent-teacher associations In the United States there now exist two national organizations for parents: The *United Parents' Association* and the *Parent-Teacher Association*. The objectives of the two organizations are similar—sharing with the schools the responsibility of educating children and youth to become wholesome, productive citizens. As their titles imply, the membership of the first group consists of parents only; the second includes interested teachers as well as parents. A local chapter of one of these two national groups can be found in most schools.

Each school chapter holds monthly meetings for the purpose of considering, as a group, the ways in which the organization can be of service to the school. It is becoming customary to invite guest speakers to some of these meetings with whom the attending group members discuss particular aspects of child-rearing and guidance. On occasion, the principal, a member of the guidance staff, or another qualified person is asked to attend a meeting in order to clarify school policy and procedures, such as curricular offerings, instructional techniques, promotions and class placement, available guidance services, and similar matters of concern to parents.

In addition to these monthly meetings, small committees serve in specific areas. These functional meetings often are led by a member of the school guidance staff. Such sessions offer excellent opportunities for informally administered guidance of parents.

Grade-parent groups Although most good parents are interested in the welfare of young people of any age, their chief concern is with their own children and the latter's peer-age group associates. Consequently, the organization of parents according to child grade groupings is encouraged. Many parents of children in nursery schools and kindergartens meet once a week in a group

session to discuss with the teacher the attitudes, behavior, and needs of their individual children. These meetings are especially valuable if the parents can observe their children in action during regular class periods.

A similar procedure is gaining favor in the elementary school. One week each term is designated as parents' week. During this week, parents are encouraged to "sit in" on class sessions as often as they wish. If there are organized grade-parent groups associated with the school, parents can learn a great deal in group conferences with the teachers or teacher-counselors about their children, especially when child behavior in school and at home is compared.

Child-study groups We have referred to these groups earlier. A small group of parents meets once a week, usually between one and three o'clock in the afternoon. During a period of from four to six weeks, the group is led by a counselor in the study of an aspect of child development and adjustment chosen by the parents.

Difficulties encountered The various approaches to parent guidance in group situations have great potential value. Counselors often find that when they are dealing with a young person's problem, it is the parent, not the child who needs guidance. When parents avail themselves of opportunities to improve their own attitudes and behavior in relation to their child, many of the latter's maladjustive experiences can be avoided.

School counselors sometimes are faced with a difficult situation. Often a mother devotes considerable time and energy to co-operating with the school in every way possible in order to become a better parent. Her intent is to learn how to utilize preventive measures as she helps guide her child's activities. This type of parent takes her responsibilities so seriously that, without meaning to, she intimidates the child. Hence it becomes the counselor's task, in group sessions or in individual conferences, to try to teach the parent the difference between sympathetic guidance and too-strict discipline.

Even more disturbing to the counselor are those parents who are unable or unwilling to participate in parent group activities. Some claim, rightly, that they do not have sufficient free time to become active in such groups, even though they would be interested. To most unco-operative parents, however, meetings of parents' associations represent little more than "gab fests." They believe that parenthood is accompanied by an innate ability to bring up a child correctly. Their parents had no "guidance" so why must they follow a "fad." If a parent having this attitude is requested to visit the school counselor for a conference about his child, he assumes that the reason for it must be misbehavior caused by other children or a lack of teacher understanding of his son or daughter.

Most discouraging to the counselor is the attitude displayed by a father or mother who evinces no interest or concern about the child's school progress. It may be admitted that the young person is unmanageable but it is claimed

that nothing can be done about it in the home. It becomes the school's responsibility to discipline him or in other ways change antisocial or harmful personality habits. These parents accept no guidance from counselors, refuse to participate in parent group activities, and seldom respond to requests from the school to confer with the child's counselor.

AIDS TO GUIDANCE IN GROUP SITUATIONS

Various types of supplementary materials are now available to aid leaders in motivating group interest in pertinent topics of discussion. These materials need to be used with discretion, however. Supplementary group guidance materials include appropriate books, motion pictures and film strips, radio and television programs, and tours or visits. Added to these can be "try-out" experiences for young people, especially on the junior-high-school level.

Reading materials Much reading material for use with young people has been published. National Forum, Inc., has prepared a series of books and eye-catching charts for guidance classes, grades seven through twelve. Many pamphlets or handbooks, some for young people and others for teachers and counselors can be obtained from Science Research Associates, Inc. Individual books and pamphlets as well as journals and magazines are available for use by young people, teachers, and counselors, or parents. They deal with areas of group or individual study, such as child study, human development and adjustment, ways of implementing guidance services, parent-child relationships, and similar topics.

School people are beginning to recognize the value of utilizing appropriate reading matter in connection with group-guidance projects. Some schools prepare their own pamphlets. Student handbooks are common in educational institutions from junior high school through college. They also can be found in a few elementary schools.¹ These handbooks include information of value to both the young people themselves and their parents. In some instances, considerable ingenuity is shown in the preparation of attractive pamphlets or brochures. Intriguing titles, eye-catching pen sketches and succinctly stated bits of information motivate pupils, members of the school personnel, or parents to read and profit from their reading. Here are a few examples: A twelve-page description of the guidance services in the Sioux Falls, S.D., schools (intended for use by pupils) contains many interesting pen sketches and begins with "Yes! (large caps) You undoubtedly have been wondering about some of these topics . . ." The services then are listed and explained briefly (with arrows) in the succeeding pages.

¹ See R. M. White, "Student Handbooks: Observations and Recommendations," *The Personnel and Guidance Journal*, Vol. XXXVII, No. 1, September, 1958.

The Child Guidance Department of the Bloomfield, N.J., public schools issues a twenty-page pamphlet for use by senior-high-school students. It is entitled "A Guide that your life in B.H.S. may be happy and profitable." Another example is a booklet, "Pathways to Futures through Canton's [Ohio] Four High Schools," that contains detailed educational and vocational information. "Let Us Counsel Together," is a four-page leaflet inviting students, parents, and patrons of the Newburgh, N.Y., Public Schools to share in the schools' guidance services.

A series of leaflets dealing with elementary-school counseling contains pen-illustrated, tersely stated information about the guidance services in the elementary schools of Tacoma, Washington. Some of the titles are: "Ways to Use the Elementary School Counselor," "The Teacher as Counselor," "Teachers and Counselors Work Together," and "How Counselors Work with Parents."

We could give many other illustrations of highly creative attempts on the part of school people to keep the public alerted to what the schools are trying to do for their pupils. An intriguing financial report was issued one year by the Richmond, California, School District, entitled "Mother Goose Goes to School." The various items included were headed by excerpts from nursery rhymes, appropriately illustrated. Utilizing reading material of the kind described can stimulate lively discussions in group sessions.

Audio-visual aids Motion picture films depicting life situations offer excellent approaches to guidance in group situations for pupils and parents. Also available for group sessions of teachers, teacher-counselors, and counselors are films in which ways of using guidance-pointed techniques in and out of the classroom are presented. In the utilization of motion picture films or film strips it is important that the members of the group be prepared for their showing and the subsequent discussion.

The leader of the group (1) selects an appropriate film and previews it, (2) makes certain that the running of the film goes smoothly and that the time consumed in its showing does not prevent immediate discussion of it, (3) alerts the group to the purpose of showing and suggests points to be considered during the showing, (4) after the showing, asks a few pertinent questions about what has been viewed, and (5) then encourages free discussion. Unless the group is properly prepared for the viewing of a film, some individuals may concentrate on unimportant details and miss the film's purpose. This situation is likely to occur especially in film-viewing by children.

More and more states and cities are sponsoring local radio and television programs presented during the school day for educational purposes. Various pertinent programs are so scheduled that they can be utilized during assembly periods or in the classroom. Radio broadcasts also are transmitted by the school's public address system to several classrooms at the same time.

Some of these programs and recordings have guidance value. Like ap-

propriate films, they can be used to pinpoint discussions in guidance class sessions. Similar programs presented on commercially sponsored radio and television networks can be recommended for viewing by parents as a basis for child-study group meetings. The suggestions offered for showing motion picture films should be followed here as well.

Other group guidance media Visits by young people or parents to community agencies, such as health centers, local institutions of higher learning, or business houses and industrial plants, serve as aids to programs of guidance in group situations. The leader of the group or a member of the agency visited conducts a discussion on the agency's offerings.

Try-out courses, especially on the secondary-school level, give young people an opportunity to observe, participate in, and discuss in group sessions various occupational fields. In some junior high schools, interested pupils may engage in several of these group-guidance experiences during the course of a school term or year. It is the counselor's responsibility (1) to recommend to groups of pupils the kinds of courses for which they seem to be fitted by interest and special aptitude, (2) to follow them through their try-out activities, and (3) in group sessions, to discuss with them whatever they need or want to know about the occupations.

QUESTIONS AND TOPICS FOR DISCUSSION

1. Justify the use of the term *guidance in group situations* rather than *group guidance*.
2. If the guidance personnel were sufficiently large to enable every pupil to receive as much individual counseling as he desired or needed, would you eliminate guidance in group situations? Why or why not?
3. Present a group guidance program suitable for a junior high school having 1200 pupils.
4. Compare two sponsors of group activities with whom you are acquainted. Which one is the better qualified for the position? Why?
5. Enumerate questions raised in group situations which might become the subject of individual counseling.
6. Describe the most interesting school assembly that you have attended; the least interesting. What caused the difference?
7. Reread the eight objectives of the school assembly. List those achieved in school assemblies which you have attended and those that were not achieved. How do you explain your different lists?
8. As a pupil in junior or senior high school, what was your attitude toward the home-room period? Describe several programs that you believe were worthwhile.

9. List five benefits of and five difficulties encountered in pupil participation in school government. How can the difficulties be avoided?
10. Visit an elementary school and a high school in your community to discover the number and kinds of clubs in operation. If possible, get an expression of opinion concerning them from a teacher and from a pupil of the school.
11. How many and what kind of student activities are there in the college which you attended or are attending? Of which of these have you been a member? Why did you join? What were the benefits to you of participation in these group activities?
12. If you have had any experience with classes or group conferences as media of guidance services, evaluate their benefit to you.

Various terms are commonly used to designate the function to be served and the relationship to be maintained in guidance procedures that are aimed at helping an individual to plan, to do, or to adjust. The term *guidance* itself implies services rendered to an individual according to his particular needs. *Individual guidance* is a misnomer, since all guidance is individual, no matter how many guidees may be participating in a group situation. The terms *personnel work* and *counseling* also are misleading, since they may be interpreted broadly to include all guidance activities that have to do with human welfare or narrowly as the personal relations that exist between a counselor and one individual as counselee.

Personal guidance sometimes is used erroneously in this latter connection. Correctly interpreted, personal guidance refers to help given an individual toward a better adjustment in the development of attitudes and behavior in all areas of life. Another term that is used loosely is *interviewing*, which is interpreted as counseling or assisting an individual in the solution of his problems. The interview has an important place in guidance, but it is only one stage in the whole process of counseling.

In order to avoid misuse of terms, the phrase *counseling in individual situations* is used here to describe an individual-counselor relationship. No matter what form the situation may take, guidance or counseling services are always aimed at helping one child, one adolescent, or one adult to achieve more insightful self-realization and greater constructive worth in his group relationships.

The personnel engaged in individual counseling includes school counselors and teacher-counselors, college advisers, industrial personnel workers, social workers, psychologists, psychiatrists, marital advisers, and religious leaders.

FUNCTIONAL ASPECTS OF COUNSELING

In Chapter 3 attention was directed to some of the problems of adjustment experienced by individuals of any age. Many so-called problems are temporary

or are associated with decision-making, for which needed assistance can be obtained through guidance in group situations. Other problems are more serious, requiring individual counseling by an understanding and skilled person.

Personal and situational influences An individual's need for assistance in making decisions, planning courses of action, and making adjustments to life situations may be centered in any of his present or future areas of experience. Very few problems are confined to one area. An individual's attitude toward situations requiring decisions and his ability to meet them usually are the result of many factors. The physical and the mental health status of the person are important, for example. Anyone who possesses a healthy physical constitution and who, consequently, does not suffer aches and pains or is not unduly concerned about the possibility of contracting a disease usually is able to meet ordinary annoyances or disappointments with a reasonable degree of adjustment. Similarly, a boy or girl or a man or woman who has developed an objective, relatively unbiased attitude toward himself in his relation to others probably will be able to exercise self-control in emotion-arousing situations. Home and school guidance, however, has not yet been successful in developing these desirable qualities in all individuals. Even those who believe they possess a fair amount of emotional stability sometimes come to grips with that proverbial "last straw."

The purpose to be served by counseling is directly related to the age, interests, and experiences of the counselee. Moreover, one of the responsibilities of the counselor in individual counseling situations is to help the individual discover the fundamental causes of his problem. The difficulty may stem from his experiences in the home or the school, on the job, or in his social relationships or recreational activities.

Home experiences It is not unusual for a child occasionally to resent what he considers to be unjust treatment by his parents, to be jealous of apparent privileges granted a brother or sister and denied him, or to be embarrassed by the fact that his home compares unfavorably with that of his classmates. If the mother as well as the father is working and is thus away from home, the child is likely to engage in unsupervised after-school activities that get him into trouble with the parents of neighborhood children and elicit consequent punishment from a work-weary mother when his misdemeanors are reported to her. These are but a few of the many problem situations that are likely to arise in the home even when the father and mother try to be good parents.

The effect on a child or a young adolescent of real or fancied home difficulties may be such that it necessitates individually-received assistance from a counselor. In some instances, the situation lends itself to help that can be given by a member of the school guidance staff. If inner resentments and conflicts become too serious, the situation may require clinical or psychiatric attention.

During later adolescence and adulthood, matters dealing with plans for establishing a home of one's own become extremely important. Choosing a mate, marrying, selecting and furnishing a home, budgeting the home finances, and rearing children give rise to questions that may cause the young person considerable concern. The older adult also needs help toward the solution of problems of marital adjustment and parent-child relationships.

School experiences During his elementary-school years, the child usually can be helped to meet his problems of adjustment in group situations through the efforts of an alert and guidance-minded teacher. It usually is best not to place too much emphasis on the personal difficulties of the child by subjecting him to individual counseling situations that will seem to set him apart from his schoolmates. A child needs to experience a feeling of oneness with his group. Any procedure that causes his fellow classmates to feel he is receiving more or different treatment from theirs may be more harmful than beneficial. However, there are instances of inability to keep up with the class or of tendencies to engage in behavior that is deviate from that of the group. Such situations need individual attention.

Secondary-school pupils and college students may require individually received help in planning their courses or in adjusting to them. An individual may have academic difficulties or his attendance record may be unsatisfactory. Personality differences between a student and an instructor often cause difficulties. Ineffective study habits or too little time for or lack of interest in home study will interfere with school success. The questions often asked by young people about their school experiences indicate their concern over matters that may not seem important to the adult but that are extremely significant in the lives of high-school and college students.

Vocational and occupational adjustment. Many problems in this area can be taken care of by guidance in group situations. There are times, however, when the pupil should receive specific information about his particular situation, or when the solution of a problem is made difficult because of his attitudes or the behavior of other people. It is in situations like these that the individual should be able to avail himself of the services of a counselor, who will help him think through the problem and arrive at a reasonable conclusion. The specific questions raised by an individual about vocational choice, preparation, and job satisfaction are extremely important to him.

One might think that an individual could find answers to many of his questions without outside assistance. Some persons who are very objective in their attitude toward themselves and toward those whom they believe to be responsible for the difficulty can do so. Feelings of insecurity or of personal ineffectualness and expressed or implied criticism of one's course of action are likely to arouse one emotionally to the point where clear thinking and unbiased judgment are almost impossible. In situations like these, an individual

feels the urge to talk over his problems with someone in whom he has confidence.

Social and leisure-time adjustment Not all of an individual's waking hours are spent in meeting his home, school, or business responsibilities. Everyone should take time off to play, preferably in the company of others who have interests similar to his. Personal inadequacies, lack of opportunities, and pressures of duty can give rise to more or less serious problems of adjustment. A problem is intensified if the individual is unable or unwilling to recognize the fundamental cause of his difficulty. He may place the blame on elements in the situation outside himself rather than recognize that the fault lies within him. Many of the questions asked counselors give evidence of this shift of responsibility for personal adjustment from one's own shoulders to those of one's friends and acquaintances.

The counseling process Counseling in individual situations is conducted as an important area of service in either (1) a school's total program of guidance activities, or (2) an operational center of services rendered by psychologists and guidance clinics. We shall now consider the functional aspects of counseling in the school and in the clinic.

INDIVIDUAL COUNSELING IN THE SCHOOL

Individual counseling situations in the school may range from a few minutes' help in finding the answer to an immediate and simple question to a series of counseling activities covering a period of many months and dealing with personal problems of adjustment. In cases of intense emotional disturbance or mental illness, psychiatric treatment is needed.

Informal counseling situations In his day-by-day relations with his pupils, a teacher has many opportunities to engage in informal counseling. Before the regular school or class session, a pupil stops to ask the teacher a question that can be answered quickly and effectively. Any teacher on any school level who is interested in young people and who has achieved a reputation for sympathetic understanding can cite many such instances. A child asks advice about handling a pet, mending a broken toy, or the preparation of a school assignment. An adolescent seeks the opinion of a teacher about what to wear at a party or how to conduct himself at it, where he can gain information concerning a project on which he is working, or what he should do in any one of many situations arising in the course of the day or week. These are more or less casual in import. College students bring similar situations involving decisions to those instructors in whom they have confidence.

More formalized counseling activities Individual counseling implies an informal relationship between counselor and counselee. All that is intended by using the word "formalized" here is to differentiate between more or less "catch-as-catch-can" counseling situations that are experienced daily by school people, and the relatively "structured" but still informal individual counseling sessions conducted by specially qualified members of the school staff.

The interview is the focal point of individual counseling. In any except informal situations, however, the counselor usually engages in various other activities that serve as aids in the conduct of his interviews with the counselee. These activities include preparation for an interview or a series of interviews and a follow-up of the counselee's reactions to it. Some activities may be engaged in concurrently with an interview or between interviews.

In many instances the counselor needs background information concerning the counselee that will be helpful in the interview. The data can be secured from any cards, reports, or records filed in the guidance office, from faculty and staff members who are acquainted with the individual, and from parents or other reliable persons outside the school.

In some cities and communities, data can be secured through application to the Social Service Exchange. This is a community service organization which gathers information on when and for what purpose the individual or the family has applied to community welfare agencies for aid in the past. The information is released to co-operating schools or other institutions.

In addition to the tests and other measuring instruments which already have been used with the counselee, it may be advisable to have other tests administered. Giving, scoring, and interpreting the results of such tests become the responsibility of the counselor. In more serious situations it may be necessary to construct a relatively detailed case report.

Significant personal data for the case report usually can be obtained during interview sessions. To delay interviewing a confused or an emotionally upset pupil until all background information about him and his problems has been accumulated, however, would be an unwise procedure, though one that is practiced too often. The individual is experiencing a problem. He needs immediate aid. The trained counselor can do much to help the pupil even before all the facts in the case have been accumulated.

The counselor consults other members of the guidance staff who are having contacts with the counselee. He also may confer with such persons as the school guidance director or the head of the guidance clinic about the appropriateness of the procedures he is employing.

If the counseling is terminated after one or more interviews, there should be a follow-up to determine the extent to which the individual is attempting to make desired adjustments, thus evaluating the success of the counseling. This is a phase of counseling which is neglected too often, as can be discovered by surveying the files in many guidance offices and guidance clinics. An-

other stage of counseling that goes by default is the writing up and keeping of accurate records and reports of the counseling situation. These records may be needed in subsequent situations having to do with the individual.

CLINICAL PROCEDURES

The clinical approach is employed as a guidance technique for those cases of emotional disturbance which are serious in nature, in which many maladjustive factors both within and outside the individual appear to be operating. The study and treatment of these cases may require a relatively long period of time.

Method of approach Clinical procedures involve the following activities: (1) recognizing the presence of an apparently serious adjustment difficulty, (2) gathering extensive data on the client and recording them in the form of a case history, (3) interpreting and evaluating the data in relation to observed symptoms, (4) recommending appropriate treatment, (5) applying therapies, and (6) following up the case for the purpose of determining the kind and extent of adjustment effected.

The client is referred to the psychiatrist or the clinic when it is believed by the person or institution making the referral that his maladjustment is such as to require expert care. It is usually the responsibility then of a social worker to accumulate relevant data on the immediate situation and background history.

The reliability of the materials included in the case history depends, as noted in Chapter 8, on the honesty of the reports on the part of parents, teachers, or other persons who are interviewed concerning the client; the validity of the tests that have been administered to the client; the degree of co-operation by the client, and the objectivity of the social worker who is constructing the case history.

If the study is being made by a clinical staff, the psychiatrist, pediatrician or physician, psychologist, and social worker hold staff meetings at which the findings are discussed. Expert interpretation and evaluation of available data is extremely important. Usually it is found necessary to supplement data resulting from the administration of tests, scales, and inventories with the utilization of evaluating techniques peculiarly suited to clinical purposes.

Appraisal techniques The techniques of appraisal include individually administered measurements of sensory acuity and muscular co-ordination, mental capacity, learning achievement, and personal qualities. One of the most valuable techniques of evaluation for clinical purposes is the *projective method*, mentioned earlier, through the utilization of which one may gain in-

sight into the individual's unconscious or fantasy life. The Rorschach method of ink-blot interpretation and thematic apperception tests are widely used by clinicians. Another approach to the study of young children is that of *play therapy*, in which children are supposed to give vent to their unconscious desires, animosities, and conflicts as they play with "doll families" and other toys. In their behavior with these objects they express their attitudes toward the adult or situation which appears to be the cause of their difficulties.

Effecting changes Changing or removing maladjustive elements in the individual's environment, of course, is important. More significant, however, are the desirable changes that can be effected in his own attitudes and patterns of behavior. This purpose can be served best through a series of therapeutic interviews conducted by skilled persons.

A "case" should not be closed when the individual has been led to gain insight into his difficulties, as a result of which he starts on an improved course of action. He needs help during his adjusting process, and he should continue to have the services of the clinical staff and any others who have participated in the remedial procedures until his adjustment is satisfactory to himself and his counselors. Unfortunately, clinical treatment often ceases too soon, leaving an individual who is still mentally half-sick to continue unaided in his struggle toward complete adjustment.

The Educational Clinic of Brooklyn College As an example of the functional aspects of clinical procedures, we shall describe briefly the operation of the educational clinic connected with Brooklyn College, one of the municipal colleges in New York City. Each of these colleges has a guidance clinic associated with it, as an adjunct of the state-subsidized program of teacher education. Hence these clinics serve as media for teacher education as well as guidance services. The clinical program offered at Brooklyn College and presented here exemplifies the kind of guidance services that would have value in any institution of higher learning which provides professional education of teachers and school counselors.

BROOKLYN COLLEGE EDUCATIONAL CLINIC

Organization

The Educational Clinic was organized in September 1948 as a part of the Teacher Education Program at Brooklyn College. The staff consists of psychologists, psychiatric social workers, a consulting psychiatrist, and a consulting pediatrician. All clinic personnel are members of the College Education Department.

Program

The primary objective of the Clinic's program is to assist the Education Department in the preparation of effective teachers. In addition, the Clinic contributes to the preparation of guidance counselors and remedial teachers.

To achieve its objectives, the Educational Clinic operates a child guidance pro-

gram and engages in related clinical projects and research. Through these activities, the Clinic is able to supplement the classroom instruction of undergraduate and graduate students with an integrated series of varied, graded clinical experiences and to serve the staff and students as a resource on clinical and related educational matters.

Child Guidance Services

As a part of its overall program, the Educational Clinic provides child guidance services to the community—on a non-fee basis. The number of cases which the Clinic can accept is limited, in view of other objectives and services of the total program.

Referral Procedure—Applications to study individuals can be made by schools, social agencies, or accredited community institutions. Requests are accepted directly from parents only in the cases of children who are not in school attendance. The Clinic considers for study individuals between the ages of 3 and 18 who attend Brooklyn schools. Individuals who attend special public elementary or high schools in other boroughs but reside in the borough of Brooklyn are also considered for study.

The submission of a completed Referral Application, obtained upon request from the Clinic is required in each case. The Clinic does not accept for study every child who is referred. A decision on this matter is made after preliminary study of the case material and interview of the parent. Only those cases are accepted in which it is felt that the Clinic study will serve a useful purpose. In general, the Clinic seeks to avoid duplicating service already rendered in a case. In specific instances, the Clinic may refer a case elsewhere to a more suitable agency.

Types of Cases Accepted—The Clinic accepts for study individuals who have problems, such as are typically referred to child guidance clinics. The following are representative:

1. Children in need of educational and vocational guidance.
2. Children who have exceptional aptitudes and special abilities.
3. Children with learning difficulties.
4. Children who show behavior difficulties in the classroom.
5. Children who have unacceptable habits or patterns of conduct.
6. Children who are adjusting poorly in the family or community, because of fears, anxieties, etc., or anti-social behavior.

Types of Services—The Clinic provides three types of clinical services: Diagnostic Studies, Psychotherapy, and Educational Therapy.

1. *Diagnostic Studies*—The Diagnostic Studies conducted at the Clinic are comprehensive in scope. The mother and/or father of every child is interviewed initially by the psychiatric social worker. This intake interview, usually completed in one meeting, may extend over a number of meetings, when deemed necessary. The psychologist then examines the child and, depending on the nature of the problem, determines the type of test battery to administer and the interview and play techniques he wishes to use. Every child receives a comprehensive medical examination. When the psychologist, psychiatric social worker, and pediatrician consider it neces-

sary, the child is referred to the psychiatrist for examination. In some instances, the psychiatrist is consulted on cases by staff members, even though he has not examined the child—the consultation being based on an examination, evaluation, and interpretation of all available data. Conferences are held on each case and provide an opportunity to coordinate all of the findings of the staff members who have worked on the case. The mother and/or father of every child studied is seen for an interpretive discussion of the findings. Whenever necessary, several interpretive sessions are held to make certain that the parents understand the findings and the role they can play in helping to improve the child's adjustment. A comprehensive clinic summary of each case is prepared and forwarded to the referring agency. Whenever it is considered necessary, staff members arrange to meet with the referring agency in order to discuss more fully the case findings and recommendations.

2. *Psychotherapy*—A limited number of the Clinic's cases are taken on for psychotherapy. The numbers are small because of the diverse professional responsibilities which staff members have in the Clinic and Education Department. Typically, in psychotherapy, the mother and child are seen concurrently—the mother by one of the staff workers, the child by another. Psychotherapy may be for a protracted period of time, depending upon the needs and progress of the case, as well as the goals established in the treatment program.

3. *Educational Therapy*—Educational Therapy is done with a limited number of children having reading disabilities. All cases accepted for remedial reading are first studied comprehensively, including psychiatric examination. Concurrent with the child's remedial reading, the mother is seen regularly by the psychiatric social worker. The remedial reading done at the Clinic is oriented around general therapeutic aspects of the process, as well as the specific remedial techniques which prove helpful.

THE COUNSELING INTERVIEW

The success of the interview depends on the extent to which its purpose is fulfilled from the point of view of both participants. The degree of success achieved is in direct relationship to the skill of the counselor and the co-operation of the counselee.

Interviewing objectives The interview technique is utilized to serve one or more of the following purposes:

1. Obtaining information
2. Giving information
3. Selecting a new employee
4. Helping in the solution of an adjustment problem

Obtaining information The fact-finding interview is used extensively in the business world, as efforts are directed toward getting information about the

attitudes and opinions of, and the techniques employed by, business associates and others. It is often possible to acquire this material through the questionnaires. However, results may be more satisfactory if a personal note is introduced into the situation through an interview.

A teacher or a member of the guidance personnel can supplement, through the interview, the data on an individual that are available in his folder. Questions dealing with out-of-school interests, home responsibilities, study habits, school attitudes, personal opinions, and the like are used in a fact-finding interview. Unless too many questions need to be answered, one interview usually is sufficient for this purpose. The length of the interview depends on the amount of information to be obtained and the age of the interviewee. It should rarely exceed fifty minutes in length. In most instances an interviewing period of twenty to twenty-five minutes is sufficient.

Giving information Giving information is a responsibility shared by all members of a school staff. Learners on any age level who find themselves in need of information seek to obtain it from a teacher or a counselor. One of the responsibilities of school people is to train young people to know where to find and how to use source materials. In some cases, the answers to questions cannot be found in books or other printed materials which are accessible to the pupils. Young people should then feel free to consult informed members of the staff about these questions, which may have to do with the interpretation of school regulations, curriculums and course sequences, out-of-class activities, college requirements, vocational preparation, or personal matters.

Whenever a teacher or a counselor attempts to meet a pupil's request for information, he should be sure of his facts and should present them in language that will be understood by the questioner. If the adviser does not know the answer, either he can assist the pupil in consulting available and appropriate reference material or he can obtain the information from other sources and arrange for another interview. The length of these interviews varies with the type of information requested and the ease of providing it.

Selecting a new employee The employment interview has been given a considerable amount of attention by employers and writers in the field. When a candidate for a job appears for an interview, two aspects of the situation are evident: (1) the employer is interested in getting the best person he can for the existing vacancy; (2) the candidate wants to obtain a job for which he is qualified and in which he will experience job-satisfaction. The employment interview is a significant factor in employer and employee success.

Usually, previous to the interview, the applicant completes and submits a questionnaire containing items that deal with his educational, experiential, and personal qualifications for the job. Letters of recommendation also may have been received by the prospective employer. In addition, either before the interview or during it, appropriate tests are administered to the candidate

or he is asked to give a practical demonstration of his fitness to meet job requirements. Data thus accumulated can serve as background materials on which the interview is based. Subtle personality qualities that cannot be evaluated in other ways show themselves in the face-to-face interactions between employer and candidate. Each has an opportunity to form impressions of the other's good will, sincerity, trustworthiness, and honorable intent, all of which are important factors of good worker morale and co-operative relationships.

Personal adjustment interview The personal adjustment interview probably represents the most difficult form of guidance or counseling. Here is an individual who has failed to adapt himself to existing environmental conditions. His emotional disturbance may be slight and easily remedied, or it may represent serious conflict. Superficial symptoms may or may not give a valid index of the actual condition. The counselee may or may not co-operate fully with the counselor. His recognition of the causes of the difficulty varies with his degree of mental acuity, his insight into the situation, or the stage to which the maladjustment has progressed.

Other important elements of the situation revolve around the counselor. He needs to consider questions such as the following:

To what extent do I understand the problem?

What is my attitude toward the problem and the individual with the problem?

What do I know about the background of the individual and the problem?

How well qualified am I to cope with the problem?

What form or forms of interviewing techniques should I employ?

What will be the probable outcomes?

Personal qualities of the interviewer The interviewing phase of counseling for personal adjustment is an art; for it the interviewer must have certain specific personality qualities, thorough training, and experience under expert guidance.

It is important that the interviewer possess those desirable personality qualities stressed in this book as requisite for dealing with people in any guidance situation. No matter what the purpose of the interview may be, the teacher, the school counselor, the employer, or the staff member of a guidance clinic should give evidence of being an understanding and personally well-adjusted human being. In adjustment interviews, especially, possessing these qualities is imperative.

According to practically all state requirements for school counselor certification some teaching experience is needed. The reason for this is easily understood. Before a person can undertake the responsibility of counseling an individual pupil wisely, he needs the experience of working with individuals in classroom groups.

The counselor's behavior should be friendly but dignified. He must avoid a sentimental or a "kidding" approach that is supposed to set the counselee at ease. An individual seeking help from a counselor needs to have sufficient confidence in the latter's acceptance of him so that thoughts and feelings can be expressed freely, without fear of recrimination. At the same time, the individual must respect the counselor's judgment and be secure in the knowledge that whatever his problem may be, its serious import to him will be recognized by the counselor and will receive thoughtful consideration as the two work together toward a satisfactory solution of it. For a counseling situation to be effective, good rapport between the participants is necessary. This relationship can be achieved as the counselor helps to relieve counselee tensions by a friendly smile or a casual comment in a lighter vein. The display on the part of a counselor of a kind of "hail-fellow-well-met" attitude is likely to repel rather than to win the confidence of the individual seeking help.

Counselor attitudes An extremely significant aspect of counselor-counselee relationships is the counselor's attitude toward whether what individuals tell him about themselves in interview sessions represents a confidence that should not be disclosed. Counseling situations that deal with more or less routine school matters, such as curriculum selection, course sequence, and vocational interests usually do not involve the counselee's giving of confidential information about himself. Individual counseling that has to do with disturbing conditions or personal maladjustment does involve personal consideration. As the counselee is encouraged to unburden his troubles, he must be able to trust the counselor's ability and willingness to refrain from broadcasting any intimate details that the individual discloses.

Too often, a teacher or counselor unthinkingly repeats what has been told him in confidence. A college student, for example, sought the advice of one of her instructors concerning her relationship with one of the men students. Unfortunately, the instructor, somewhat shocked by the girl's story, reported it to a fellow instructor. Soon the girl's difficulties became common knowledge among instructors and some students, causing her much embarrassment. It was a disillusioning experience for both young people involved. There are times, nevertheless, when information given in confidence to a counselor needs to be shared with another person or other persons in order to provide appropriate services for the counselee. This necessity should be brought to the attention of the individual and permission received from him for his counselor to confer with the proper individuals about the situation.

The experiences of a high-school girl can be used to illustrate this point. The girl was an extremely co-operative student-assistant in the dean's office. The latter noticed that the girl was losing weight; she was becoming tense and appeared to be worried about something, though her school activities continued to be praiseworthy. A great deal of sympathetic encouragement by the dean was needed before the girl's resistance was overcome and she re-

ported her difficulty. Her father was unemployed and her mother was ill. The girl, with the help of her father, was trying to care for her mother and her two little brothers. She also was doing some part-time work after school hours to help support the family. Although the father was trying very hard to obtain another job, the family was meeting expenses by using the little money that had been saved, in addition to what the girl was earning. Family pride had prevented the girl from seeking help. The dean suggested that a community welfare agency could assist the father in getting a job and supply a practical nurse to care for the family until the mother regained her health. At first, the girl was reluctant to have anyone else know about the family situation. Finally, recognizing the wisdom of the suggestion, she agreed to the dean's plan, but not until the latter had given her promise (which she kept) that no one in the school, except the two of them, would be aware of the situation.

As has been said earlier, a school counselor's case load usually is extremely heavy. The same condition holds for community agency workers and a school-system's guidance department consultants. For example, the Department of Guidance, Child Welfare and Attendance of Richmond, California, schools (consisting of eight full-time and two part-time consultants) gave direct service during a recent school year to a total of 6,576 children with social and emotional difficulties: 1,826 elementary-school pupils and 4,750 secondary-school students. In all, 22,758 contacts were made by the consultants with children, parents, school personnel, and social agencies.

A counselor's responsibility for meeting the counseling needs of many individuals poses a problem that cannot be solved satisfactorily regardless of the amount of time beyond regularly scheduled hours he is willing to devote to individual counseling. Since he cannot hope to serve adequately all the individuals who represent his counseling load, he must decide whether to give some assistance to as many individuals as he can or to select those who seem to be in most need of his services.

The confidential nature of counseling and the excessive numbers of counselees are only two of the many factors related to individual guidance that have a pervasive influence on counselor attitudes. In this connection, we quote from a United States Office of Education publication:

A counselor, in respecting the dignity of each counslee, gives him his primary allegiance. A counselor accepts responsibility for safeguarding the confidential relationship between himself and his counslee. In his writing, speaking, and interviewing, he makes it clear that counselors have a relationship to counselees similar to that of lawyers to clients, or doctors to patients.

A counselor accepts all who seek his assistance but does not allow the demand for his services to dilute the quality of his services. If the demand is greater than can be handled satisfactorily, the counselor informs the proper administrative authority of his inability to provide adequate counseling services. Until additional services can be made available, he selects those in greatest need of counseling.

A counselor actively promotes the concept of counseling as a profession. He at-

tempts to get others not to take counseling responsibility beyond their limitations.

A counselor enlists the cooperation and assistance of other staff workers and administrators in providing necessary supporting services for the counseling program of the school.

A counselor, when necessary, refers counselees to appropriate persons or agencies and takes steps to make such referrals possible and ensure continuity in counseling.

A counselor as a staff member is part of the school team, and accepts his share of general duties. He resists those which interfere with his duties as counselor, either because of their incompatibility or because they make undue inroads on his time. . . .

A counselor periodically evaluates his work and seeks the assistance of others who can help him improve the quality of his work.¹

Interviewing approaches Our present interviewing techniques have come a long way from the older forms of activities designated as counseling or interviewing. The well-trained counselor no longer exhorts, warns, or attempts to bolster the morale of the counselee by the use of generally encouraging platitudes, such as, "You have nothing to worry about" or "Just trust me. Everything will be all right!" Neither are counselors prone, as they once were, to depend entirely on the cathartic values of self-examination into one's deep-rooted attitudes and feelings.

Many interviewers still use what may be termed the advisory or persuasive technique. The individual states his problem. After questions directed toward clarifying the situation, the interviewer offers a solution of the problem, beginning with "It would seem to me that the best thing for you to do would be _____," "If I were you, I would _____," "I experienced a similar problem and I met it by _____," or some similar expression. The interviewer who uses this approach is doing exactly what the interviewee may want—shifting the responsibility of making a decision from the counselee to the counselor. Equally unfruitful may be an attempt on the part of the counselor to explain to the counselee the probable causes of the present situation. An intellectual analysis of the background of a problem, even though it is accepted by the individual, offers little impetus toward its remedy.

As we know, the purposes of counseling have shifted gradually during recent years from almost completely vocational-pointed guidance, to the inclusion of educational counseling, and now to a concern for personal adjustment in various life areas. As an accompaniment to the expanding objectives of counseling, differing schools of thought on the interview approach have evolved. So definite a form has been assumed by two of these approaches that, in their application, they can be identified respectively as *nondirective* (client-centered) and *clinical* (counselor-centered).

The non-directive or client-centered approach applies especially to those

¹ *Duties, Qualifications and Standards for Counselors*, United States Office of Education, Division of Vocational Education, Washington, D.C., February, 1949.

individual counseling situations in which the purpose is to help an individual solve a personal problem. It is based on the psychological assumption that every human being possesses an urge to achieve what to him seems to be a satisfactory adjustment to life demands. Hence almost complete responsibility is placed on the client or counselee for recognizing the basic difficulty, developing insights, and arriving at a possible solution, with the determination to make whatever changes in his attitudes or behavior that may seem to him to be desirable. The role of the counselor primarily is that of a listener. His function is to establish a relationship between himself and the client whereby he encourages the client to think and talk through his difficulties toward an acceptable plan of action. The counselor implements the process by (1) displaying an attitude of acceptance rather than one of judgment toward what the client says, (2) reflecting client-expressed feelings by restating them, and (3) helping the client clarify his own thinking by means of brief summarizations of what the client has said and occasional comments, such as "Then you believe that . . . ?"

Carl R. Rogers, a well-known exponent of the nondirective technique of interviewing, has the following to say in defense of this form of psychotherapy:

It aims directly toward the greater independence and integration of the individual rather than hoping that such results will accrue if the counselor assists in solving the problem. The individual and not the problem is the focus. The aim is not to solve one particular problem, but to assist the individual to *grow*, so that he can cope with the present problem and with later problems in a better-integrated fashion. If he can gain enough integration to handle one problem in more independent, more responsible, less confused, better-organized ways, then he will also handle new problems in that manner.²

The so-called directive, or counselor-centered approach to counseling, a leading advocate of which is E. G. Williamson, emphasizes that appropriate or constructive assistance is not possible unless or until the counselor has accumulated sufficient data for an intelligent diagnosis of the difficulty.

According to Williamson and other clinical psychologists, the steps in counseling include analysis, synthesis, diagnosis, prognosis, treatment, and follow-up. (See pages 140-142, the Case Study.) In the directive approach the counselor assumes leadership during the interview itself and arranges for the client to take tests and engage in other activities that will supply both counselor and counselee with pertinent data. The clinician accepts the client, though he may make judgments—concerning needed treatment, for example. The client, however, is responsible for any final decisions that are reached by the counselor and the client as they work together.

² Carl R. Rogers, *Counseling and Psychotherapy*, pp. 28-29. Houghton Mifflin Co., Boston, 1942. Quoted with permission. Also, for application of the nondirective approach, see C. R. Rogers, *Client-Centered Therapy*. Houghton Mifflin Co., Boston, 1951.

Counselors and clinicians disagree about the relative values of the *directive approach* and the *nondirective approach* in psychotherapy. It is claimed by some that in any counseling situation there is likely to be at least some degree of subtle directing. An individual counselee may be unco-operative or he may be unable, without some direction, to gain desirable insight into his actions and to develop constructive plans of action.

In the nondirective approach, the interviewer obtains some of the background material before the interview. During the interview, he may discover pertinent information about the counselee's attitudes and experiences as he encourages the latter to explain his problem and the events and circumstances which have caused or intensified the situation. Through this combined gathering of material ahead of time and listening to the client's talk, the interviewer gains a better understanding of the individual and of the kind of help he needs. Moreover, unless the counselor does know some of the counselee's background beforehand, he may not be able to understand some of the statements made by the client. This may mean that valuable leads are neglected and needed advice is omitted at a critical point in the interview.

In the directive approach, (1) the counselor does more of the talking than the client, (2) the possible solution of the problem may be evolved by the counselor rather than the counselee, (3) the success of the therapy depends on the client's willingness and ability to follow the counselor's leads, and the latter's willingness to continue to work with the client until the problem is resolved satisfactorily. There can be no argument about the desirability of using whatever counseling approach that will encourage in the client improved self-realization and self-help in meeting future problems.

To the extent that the nondirective approach achieves these counseling goals, it is commendable. Interested listening with an occasional guiding question often results in the development of a relaxed attitude on the part of the counselee; this serves to pave the way for gaining insight and planning action. A completely non-directive approach may be ineffective if the counselee (1) becomes more and more confused as he attempts to talk through his problem, (2) is inarticulate, depressed, or mentally retarded, (3) knows what he should do but is unable to force himself to do it, and (4) is so emotionally disturbed that his first need is reassurance or something to lean on in the form of the counselor's suggestions for action.

The two schools of thought are not so far apart as some people consider them to be. In fact, many experienced and skilled counselors are eclectic. They recognize some of the values inherent in the approaches recommended by each of the schools. No two counseling situations are identical; the effective counselor employs whatever techniques seem best suited to specific conditions.

Some general suggestions Regardless of the approach utilized in a particular counseling interview, there are certain general considerations to which at-

tention should be directed. The interviewer should try to put himself in the other person's place and listen to what he has to say without bias or prejudice. Suggestions made or questions asked by the counselor should be given in a friendly manner aimed at setting the counselee at ease and winning his confidence. Without seeming to hurry the interview, the interviewer should keep the conversation focused on the problem at hand, avoiding consideration of extraneous matters. Finally, the counselee should leave the interview with the feeling that he has been helped by his counselor and that he can return for further counseling.

A question often asked is whether or not the interviewer should take notes during the interview. For the purpose of evaluating the interview or in preparation for an ensuing interview, on-the-spot notes are better than attempts at recall after the interview. However, an emotionally disturbed individual may react unfavorably to seeing the counselor jot down what is being said. The counselor can make it a practice to allow the interviewee to see what he writes and to explain its purpose. Usually this procedure encourages co-operation on the part of the counselee. A code may be used for any point which should not come to the individual's attention. Recording an interview has value either if the counselee is unaware that it is being done or if he knows about it and approves. Otherwise, the presence of the recording equipment may inhibit free expression on the part of the counselee.

The success of an interview depends on whether or not the counselee (1) believes that he has been helped, (2) is willing to return for another interview, and (3) exhibits an improved ability to meet and solve similar problems in the future. Whether the interviewer plays a relatively active or passive role, he can benefit from practicing the following "Do's" and "Don't's" that are included in a handbook for the teachers, counselors, and principals of the Canton, Ohio, Public Schools.

Some Interviewing "Do's"

1. Be objective, keep your own value judgments to a minimum
2. Know your student!
3. Practice taking the student's point of view
4. Gain *and* deserve the student's confidence
5. Render your student a real service during the interview
6. Be a good listener, a taker as well as a giver
7. Practice an exchange of ideas
8. Accept the student as he is

Some Interviewing "Don't's"

1. Don't dominate unnecessarily; it's the pupil's interview
2. Avoid the role of teacher; be a *counselor* in the interview
3. Be truthful and frank; not unkind and blunt
4. Avoid the use of sarcasm, impertinence, criticism
5. Don't try to reform the pupil
6. Avoid punitive discipline in an interview of this type

QUESTIONS AND TOPICS FOR DISCUSSION

1. Justify the use of the phrase, "guidance in individual situations."
2. Differentiate between *individual guidance* and *personal guidance*. Illustrate each.
3. For each of the following areas of experience, formulate five questions which might be the bases of an individual's need for counseling: home, school, and vocational adjustment, social and leisure-time adjustment.
4. List six different types of counseling personnel. For each, give two types of counseling service that the counselor could render.
5. What information should a counselor have about the counselee? To what extent may the kind and the amount vary?
6. Indicate specifically the relationship that exists between guidance in individual situations and other aspects of guidance activities.
7. Discuss the functions to be served by clinical procedures.
8. Present three specific instances known to you when clinical procedures either were utilized or should have been utilized.
9. How do projective techniques of evaluation differ from others discussed in Chapter 8?
10. If possible, visit a guidance clinic. Report your observations to the class.
11. Evaluate the program of the Educational Clinic at Brooklyn College.
12. Define a guidance *interview*.
13. Illustrate by a specific situation each kind of interview described in this chapter.
14. If you have had experience with interviews, critically evaluate the personality qualities displayed by the counselor and his method of approach.
15. Distinguish between directive and nondirective counseling methods. Which do you prefer? Why?
16. When and to what extent is the case history a necessary aid to guidance in individual situations?
17. If possible, interview a child or an adolescent. Report on your interview to your class, including the following:
 - (1) Purpose of the interview
 - (2) Preparation for the interview
 - (3) What was said by you and by the interviewee
 - (4) Expected outcome of the interview
18. If you have access to an educational or community clinic, sit in on an interview between a staff member and a counselee. Note the following:
 - (1) The attitude of the counselor toward the counselee
 - (2) The counselee's insight into his problem
 - (3) The extent to which the counselor uses the directive approach, the nondirective approach, or a combination of the two

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GUIDANCE RESPONSIBILITIES OF THE HOME AND THE COMMUNITY

A school does not exist in a vacuum. Its pupils reflect in their attitudes and behavior those affective influences which stem from experiences in the home and the community. Moreover, the school is a community-supported agency. As such, whatever it does or can do toward providing adequate educational opportunities for those who comprise its pupil population depends on the extent to which the general citizenry knows and accepts the school's objectives and related activities.

SCHOOL-COMMUNITY RELATIONSHIPS

During the early years of our country's struggle for existence, the concept of "schooling" as a medium for the education of all phases of an individual's developing personality was neither generally understood nor accepted. It was taken for granted that all the schooling needed by most of the children was a more or less (usually less) adequate mastery of the three R's. Practical training was received in the home.

As has been said earlier, even though interest in education increased steadily, there was little active co-operation between school people and community members until recent years. One exception might be the custom that prevailed in some communities of teachers' boarding in the homes of their pupils and thereby establishing school-home relationships that sometimes were extremely worthwhile.

Value of school-community co-operation The school, as it becomes aware of community problems, attempts to gear curricular offerings, teaching procedures, and guidance approaches toward effecting community betterment. Parents, concerned about their children's future, and school people, conscious of their responsibility for the welfare of their pupils, can assist one another.

other in the achievement of a common goal. Whatever is accomplished through school and community co-operatively benefits all who participate.

Need for leadership Regardless of the worth of a project or evidences of sincere interest in its accomplishment, good intentions on the part of potential participants is not sufficient. Of primary importance are the enthusiastically engaged in, carefully planned, and intelligently implemented activities of leaders. These men and women must believe in the value of the project, have long-range vision, and be personally and experientially qualified to stimulate general group participation in it.

In no area of endeavor is constructive and tactful leadership more necessary than in the field of human relations. With few exceptions, people are interested in the welfare of others. Especially are adults concerned about young people's (1) development of constructive attitudes and behavior, (2) opportunities for participation in personally satisfying and socially acceptable life activities, and (3) good adjustment in school, home, work, and community relationships.

Fundamentally, parents are responsible for guiding their children's activities. They are interested primarily in their own children, however; too often, they themselves need guidance in handling their own leadership problems. Businessmen and industrialists are concerned about the kind of young people who eventually will be their employees. One finds an increasing number of employers co-operating with other community agencies, including the schools, in helping prepare boys and girls vocationally. Some large business houses and factories have established programs of personnel services to improve worker adjustment. However, the head of a business or an industrial organization has many responsibilities; he is more than willing to co-operate with other groups in a worthwhile community activity but hesitates to initiate such a project, except in rare cases.

It would seem reasonable for those men and women who primarily represent service groups to assume leadership in areas of human welfare. We refer specifically to heads of religious organizations, directors of social agencies, the courts, and school guidance personnel. The clergy have many service obligations. Most social agencies are understaffed. Since the courts are concerned with the welfare of the community as a whole, their approach to individuals must be relatively punitive in nature. Hence the school is the proper agent to alert the general public to the value of community co-operation in establishing workable programs aimed at preventing youthful maladjustment and delinquency.

Even though school guidance departments are woefully understaffed, counselors and teacher-counselors probably are in the best position to discover the personal and social needs and problems of individual young people. Still the results of studies that deal with adjustment during the formative years indicate that many youthful difficulties stem from home or general commu-

nity lacks. Unless every adult assumes his share of responsibility for promoting the physical and mental health of the young, school guidance is likely to be merely palliative rather than preventive or curative.

SCHOOL PERSONNEL AND LEADERSHIP TRAINING

Ensuring for children the development of a sound mind and a healthy body can be regarded rightly as a school function. To meet this obligation school counselors and teacher-counselors must possess personal qualities conducive to the formation of co-operative relationships with the home and the community.

Training of personnel for school-community co-operation If a guidance program is to be developed that includes the home and the community as well as the school staff, the school personnel must be trained to be community-minded. It is becoming customary for programs of teacher-education to include opportunities for student participation in community agency activities and parent-teacher conferences as well as in supervised practice teaching.

In the past, too many teachers were selected from among those who secured their education by studying textbooks and who made good grades based on classroom activities. They were prepared to teach children or other learners the material in the textbooks but they were disregarding the rich environment about them. Today we are trying to enrich every teacher's background of training by expanding his experience in as many directions as possible. The potential teacher becomes acquainted with the physical and cultural environment of the individuals he will be teaching; he gains some understanding of parental attitudes; he discovers what it means to guide learning in group situations.

In some cases, students preparing to become teachers are expected to engage in community service for a definite period of time each week. When enrolling in a course, such as introduction to education, educational psychology, or human development and learning, each student is assigned to an appropriate community welfare service or recreational agency. During his stay with the agency, the student observes the procedures of trained social workers, assists in the leadership of small-group projects, observes the behavior of a designated number of participants in the agency's program, and summarizes his findings in the form of case reports. The student also escorts children on neighborhood trips, confers with parents, and in other ways gets the "feel" of community living. Counselor trainees engage in similar, but broader and more intensive experiences that are aimed at the development of leadership skills and individual counseling approaches.

SCHOOL-HOME RELATIONSHIPS

Throughout this book, we stress the role of the home as related to child development and personality patterning. We know that the family exerts great influence on the adjustments that are made by learners of any age. Parents, brothers, sisters, and other relatives affect the lives of those about them in definite ways. The individual may benefit thereby, or he may be affected adversely. A home free of bickering and complaint constitutes a favorable growing-up environment. If a child is subjected constantly to maladjustive factors in the home, it is difficult for him to develop properly.

Significance of home attitudes The customs, attitudes, and interrelationships peculiar to a home often derive from racial, ethnic, social, or religious influences. Unless school people, especially counselors, can interpret abnormal pupil behavior in relation to family patterns of living, they may find it difficult to help a child or an adolescent adapt himself to another way of life. Too often the young person becomes confused by or resents the conflict between home and out-of-home standards of conduct.

Any experienced counselor or teacher-counselor could cite many instances to illustrate these differences. For example, a high-school dean, leaving the building one afternoon, was surprised to see one of the students, a bright and studious fifteen-year-old girl, standing on the steps nonchalantly smoking a cigarette. The student was equally surprised to learn that a young girl's smoking in public might be disapproved. Her comment was "Why, everyone smokes at our house. My mother and I often smoke on the street. You know, my parents think this school is too strict. Sometimes I wonder who's right." What should have been the dean's answer?

Another illustration is that of a ten-year-old boy's disturbing behavior toward other boys at school. Each morning he came to school well-groomed and neatly dressed; by the end of the school day he usually was disheveled and dirty. Sometimes his face was bruised or scratched. He was courteous and co-operative in his relations with adults and girls, but he constantly "picked fights" with boys, especially those who were bigger and stronger than he was. When asked the reason for his behavior, his answer was "A guy has to learn to be tough." The youngster's comment was clarified by his mother when she told a teacher-counselor that she wanted her son to be a gentleman, but that his father, an ex-pugilist, checked his son's appearance every afternoon. Unless there was evidence of a fight, the father called the boy a "sissy," a "mamma's baby," or "no son of his." The lad was experiencing an emotional conflict. He did not want to be regarded by his father as a weakling. Yet he loved his gentle mother and he wanted the friendship of the boys with whom he fought.

An educator once commented that a child brings his family with him into the school. The truth of this statement is especially evident in the attitudes displayed not only by the children themselves but also by parents when they visit the school. A fanatically religious mother insisted that she would never permit her daughters, high-school students, to go to motion picture houses. Informed that they were doing so, she retorted that this was proof that the school, as well as her daughters, was under the influence of the Devil. Strong religious feelings also influence the attitudes of young people. An elementary-school graduate would not enter a coeducational high school because her pastor had warned the boys and girls of her church that they must not talk to a member of the opposite sex or even think about one until they were adults.

Left to themselves, young people are likely to disregard national or racial differences in their choice of school pals. When difficulties arise they usually are caused by prejudiced adults. Supposed social class difference can become an almost insurmountable barrier between groups of young people. Too many boys and girls are tempted to procure articles of clothing or money dishonestly or to recount imaginary tales of exciting personal experiences or famous relatives in order to impress their classmates whom they consider to be on a "higher" social or economic plane than they themselves are. For similar reasons, some young people are ashamed to invite classmates to their homes or to have their parents visit the school.

Differences in family background, specifically, are not important. What is a matter of serious concern to school counselors is the influence exerted by these differences on pupil relationships and school-home interaction. Parents who themselves are products of rigid upbringing, characteristic of some European homes, attempt to rear their children according to old-world traditions. They often indulge in vehement denunciation of the soft pedagogy to which their children are exposed in American schools. Some parents, considering themselves socially and economically superior to the general populace (including teachers), become upset if teachers or counselors dare to voice even a slightly adverse criticism of their child's behavior or attitude; the school, not the child, is deemed responsible for the latter's failure to achieve expected success in learning.

The rapid pace of modern living, social and economic pressures, and loosely-organized family units are basic to the lack of parental discipline in some homes. Harassed parents are concerned about so many things that their children are permitted to or assume the right to do as they please. It then becomes the school's responsibility, during the relatively short school day, week, and year, to motivate these young people to develop self-control, assume appropriate responsibilities, and respect the rights of other people.

Basic factors of parent-school relations When parents and school people cooperate in their efforts to benefit children, two objectives are served: improved understanding of child nature, and greater recognition of what a good

education can do for a child. The term "mother-substitute" is often used to describe the functions of nursery school, kindergarten, and early elementary-grade teachers. It is true that the influence of teachers and counselors on their pupils and the latter's family life may be greater than we know. However, neither a teacher nor a parent can change places with the other. Each has his own function to perform; both probably can meet their particular responsibilities more adequately if they work together.

George Weigand, Assistant Dean of Students at the University of Maryland, conducted a study of adaptiveness and academic success. As a result of his findings, concerned with the role of parents in academic success, some conclusions are:

1. While goal aspiration, adaptiveness, and decision-ability are important in differentiating between successful and unsuccessful students, it is also important to specify conditions which reinforce and modify these factors.
2. A background of interest, encouragement, and democratic-positive supervision on the part of parents reinforces a generalized pattern of actions in their offsprings which is highly adaptive, not only in the academic situation but also in the solution of inter-personal and personal problems.
3. The successful student is one who has been taught to act as an adaptive individual in all situations, and this adaptive behavior has been supported and reinforced by favorable parental actions and attitudes.¹

According to Maria Piers, parent-teacher or parent-counselor conflict can result from the presence of one or another of the following attitudes. Parents may (1) be afraid of the teacher, (2) think the teacher does not recognize or appreciate their efforts, or (3) feel the teacher doesn't know how to handle their child. The teacher may (1) resent parents because of her own childhood experiences, (2) feel parents are to blame for all of the child's actions, and (3) assume an attitude of superiority toward parents.

During his developing years, the child himself can further complicate the situation as he gives voice to changing prejudices and loyalties. Before he enters school he usually indicates his faith in his parents by expressions such as "My mother and father know everything." During elementary-school years, he may struggle to gain independence from home rule by insisting that he behaves as he does "because teacher says so." The attitude of the older adolescent toward teachers may be one of good-natured tolerance. At the same time, having achieved some independence in his home relationships, he is able to view his parents more objectively than he had during the growing-up process. He recognizes their strengths as well as their weaknesses, admitting that "Mother and Dad are not so bad, after all."²

¹ George Weigand, "Adaptiveness and the Role of Parents in Academic Success." *Personnel and Guidance Journal*, 35, 1957, p. 522. Quoted with permission.

² Adapted from Maria Piers, *How to Work with Parents*, pp. 4-9. Science Research Associates, Chicago, 1955.

Regardless of whether or not they are willing or able to work closely with the school, parents want to know about the school their child is attending—what it is doing for and with him, and how well he is progressing in it. They are interested in curriculum development, courses of study, and school and class management. Some parents are concerned about newer teaching approaches, especially if they attempt to help their boy or girl prepare home assignments and are told by the young person that the teacher “doesn’t do it that way.” A parent who is worried about his child’s behavior or attitudes may seek the help of a teacher or counselor in managing the child.

Approaches to home-school co-operation Many parents are working closely with the schools. Parent and parent-teacher groups are offering to give constructive aid to schools rather than indulging in destructive criticism of them. The membership of the National Congress of Parents and Teachers exceeds eleven million. An official journal of the association, the *National Parent-Teacher*, is published monthly from September through June. Several years ago, leadership training sessions, sponsored by the United Parents Association, were inaugurated in New York City for officers of metropolitan parents’ groups. Parent groups also introduce and work toward the passage of federal, state, and local legislation that is aimed at effecting educational advancement. To a great extent, the arousal of parental concern with education can be credited to the school people. In Chapter 9, we discussed the guidance of parents in large and smaller groups. Other approaches are briefly treated here.

General suggestions The particular approaches utilized to encourage parent co-operation differ among schools. There seems to be consensus, however, that active participation in school projects will beget parent interest and co-operation. A workshop in guidance sponsored by the Augusta, Maine, Public Schools offered and then implemented the following recommendations for creating parent interest in school life:

1. Have a parents’ night and offer a program to educate the parents. The students could give demonstrations that would be of interest to the parents, such as, *How to Administer Artificial Respiration*.
2. Invite the parents to an informal tea or coffee hour given by the children at the school. On the lower grade level, this activity would probably be supervised by the teacher.
3. Through the P. T. A., catalogue information on parental backgrounds, including education, employment, interests and hobbies.
4. Set up hostess committees to assist teacher in greeting parents on P. T. A. nights. This would insure a warm welcome for all parents.
5. Serve refreshments at P. T. A. meetings.
6. Set aside one afternoon a month when parents may consult with teacher.
7. Encourage parent visits at any time.

The Modesto, California, City Schools periodically publish a newsletter entitled *Your Schools*, prepared by Dr. Roger W. Chapman, Director of

Guidance, the purpose of which is to acquaint parents with the schools' offerings. In one issue there appeared this statement concerning home-school co-operation:

All counseling, whether on academic matters or career planning, is benefitted by close contact between the home and the school. Parents of all children are encouraged to know their child's teacher and visit in the child's classroom. In working with a "problem" situation or a child showing signs of poor adjustment, only the closest cooperation between the home and school can achieve good results. This is equally true in the case of the elementary child failing in arithmetic, the high school girl skipping classes, or the married junior college man trying unsuccessfully to carry on a full time job plus a full time school program.

There is a definite school trend toward utilizing printed matter to keep parents informed about educational policies and school procedures. The Elkhart, Indiana, schools distribute among the parents of enrolling kindergarten children a pamphlet entitled "Getting Ready for Kindergarten," which includes a message of welcome to the parents, directions for registration, the educational objectives of the kindergarten, and parents' responsibilities. Also included in the pamphlet is a suggested list of books for parents, stories to read to children, and picture and story books for young children. Another attractively illustrated pamphlet for parents of kindergarten children is "The Beginning of an Important Adventure," prepared by the schools of Emporia, Kansas.

The parents of young people attending the schools of Warren, Ohio, receive a folder, "Know Your Schools," which contains in chart form the schools' curricular offerings from kindergarten through grade twelve, entrance requirements for the various educational levels, and a brief explanation of guidance. Another handbook for parents is "The School Day," an ingeniously organized publication of the Saco, Maine, Public Elementary Schools. A more elaborate booklet for parents' use is "At School in Brookline" (Mass.). Beginning with a list of eleven "do's" for "wise parents," the booklet includes 51 simply stated and illustrated items of information for parents. We could refer to many more such publications, but we probably have included a sufficient number to acquaint the reader with what is being done and what can be done in the area of parent guidance.

Parent interviews School counselors are placing considerable emphasis on interviewing parents as a means of encouraging their co-operation. In this face-to-face situation, a trained and tactful interviewer can do much to break down a parent's and a child's resentments and establish more cordial relationships. This is not always easy. The parent, the child, and the interviewer may be miles apart in their thinking. In New York City, the parent-child conference is one of the steps used by the Bureau of Attendance to help resolve pupils' attendance problems. Here are some of the comments that can be heard during the course of the interview:

The Child:

I don't like school.
The teacher is always picking on me.
I don't have any clothes to wear.
I don't like the kids in that school.

The Parent:

They just don't understand my child.
Why are you people picking on me? Don't you know my child is sick?
We never had any trouble with him until he started school.
I'll tell you what the trouble is: they don't teach anymore like they used to when I went to school.
Do whatever you want with him, but don't bother me any more.

The School:

No parental cooperation.
Child seems disinterested.
Child appears neglected.
Discipline problem.
Lazy, insolent, will not learn.
No response to postal cards and letters to home.³

Reports of pupil progress Parents want to know how well their child is succeeding in his school work. Sometimes counselors come to believe that what parents really want to be told is that their child is at the head of his class in every area of achievement. No matter what the reason may be for a child's failing to live up to parental expectation, it is disheartening for a father or mother to discover that a neighbor's child is earning higher marks than his. Situations of this kind occur especially when letter or percentage ratings appear on the report card with no accompanying explanation.

Assigning and reporting exact marks of evaluated achievement is a difficult task for any conscientious teacher. Even though a parent confers with the teacher about an assigned C in arithmetic, for example, and listens courteously to the teacher's explanation of the low mark, the parent is likely to be unimpressed by what the teacher says. That his child should have an A and was given a C is to him an indisputable fact.

No report to parents has value unless the information it contains can be understood by them. Many school systems, therefore, have been experimenting with report cards that have greater value than the formal number or letter systems usually employed. One of the simplest innovations is exemplified in the Junior High School Report to Parents of the Pasadena, California, City Schools. (See page 191.) The letter mark is here retained but explained. These reports are issued at the close of each five weeks' period. Since the first five weeks of a term is a crucial time of the year, a simple form has been de-

³ Reprinted from "Curriculum materials. November-December 1956." By permission of the Board of Education of the City of New York.

1875

JUNIOR HIGH SCHOOL REPORT TO PARENTS

Parent Signature

(OVER)

Teacher and Parent Comments

veloped that serves as a kind of "warning" (good or poor) concerning the pupil's attitude toward the beginning phase of the work. A written notification is sent to the parents of a student whose work is not satisfactory; in some cases a telephone call or a personal interview is required. The teachers of Pasadena also are encouraged to send home notes of commendation for work or activities that are well done.

Some school systems are experimenting with reports to parents in which the formal mark is avoided. These reports usually include two parts: (1) personal habits and special attitudes, and (2) skills, knowledge, and understanding. The areas of personal habits might include main headings, such as healthful living, relations with others, and work habits. The subdivisions are in the form of statements, such as "Is cheerful and pleasant." A check is placed in the appropriate column: *usually, sometimes, seldom.*

The second part of the report, dealing with progress in achievement, lists the subject areas with a brief explanation, such as:

Language

Expresses ideas well in speech

(Checks are placed after appropriate comments)

Outstanding progress

Progress compares favorably with ability

Improving, but can do better

Progress much below ability

Pupils also are asked to check their progress in the various areas on what is called *My Growth Plan*.

An innovation in some schools is having the teacher write several informal letters to parents, in which he evaluates the pupil's academic progress, attitudes, and behavior patterns. The worth of these letters depends on a teacher's ability to write an interesting letter which gives evidence of good insight. Unfortunately, the preparation of such letters represents one more time-consuming activity for a busy teacher.

Parent-teacher conferences are supposed to be conducted when the parent receives a report. Such conferences are excellent in theory but are not always successful in practice. Not all parents can or will come for a conference; a teacher or counselor may not have sufficient time during the school day, or even after it, to have a worthwhile conference with every parent. Furthermore, many parents, who in their own school days received formal marks, tend to insist on being told what all of these explanatory statements and checks really mean—"is the child's mark A, B, C, or D?" The newer reporting forms are intended to present a more searching evaluation of pupil progress but many factors operate against their value. Continued study of report forms by educators and parents is needed before a form is devised that will be satisfactory to parents, teachers, and school counselors. An attempt is one of the report cards used in New York City which is presented here.

Fig. 20. Report Card

Attendance and Punctuality			
	Oct. 31	Dec. 31	Jan. 31
	Mar. 15	May 15	Jun. 30
ABSENT			
LATE			

First Report

In view of this pupil's ability, he (she)

1. Is doing very well _____
2. Is doing satisfactory work _____
3. Could do better _____
4. Shows little effort _____

I have read this report _____

Parent's Signature _____

Second Report

In view of this pupil's ability, he (she)

1. Is doing very well _____
2. Is doing satisfactory work _____
3. Could do better _____
4. Shows little effort _____

I have read this report _____

Parent's Signature _____

Third Report

In view of this pupil's ability, he (she)

1. Is doing very well _____
2. Is doing satisfactory work _____
3. Could do better _____
4. Shows little effort _____

I have read this report _____

Parent's Signature _____

Class next term _____

77-6713-(1A-4B) 40016-10-44

P. S. _____ Borough _____

Board of Education

City of New York

REPORT CARD

Term beginning _____

Name _____

Class _____ Room _____

Teacher _____

TO PARENTS:

The school is trying to aid the growth of your child in scholarship, in health habits and in character. To get the best results, inside and outside school, your help is needed.

The principal and the teacher will be pleased to talk matters over with you.

NAME _____

In the development of these traits, the home shares responsibility with the school.

TRAINING IN PERSONALITY Desirable Traits	Oct. 31	Dec. 31	Jan. 31
	Mar. 15	May 15	Jun. 30
1. Works and plays well with others			
2. Completes work			
3. Is generally careful			
4. Respects the rights of others			
5. Practices good health habits			
6. Speaks clearly			
7. _____			
8. _____			

MEANING OF RATINGS

S—Satisfactory U—Unsatisfactory

I—Improvement is shown

A—Excellent B—Good

C—Passable D—Failing

When per cent. ratings are used, _____% is the passing rating, except in Spelling, where _____% is required.

Scholarship	Oct. 31	Dec. 31	Jan. 31
	Mar. 15	May 15	Jun. 30
Reading			
Literature			
Composition			
Spelling			
Arithmetic			
Geography			
History and Civics			
Pennmanship			
Health Education			
Art			
Music			
Nature			
Sewing or Construction			

NEEDED IMPROVEMENT

First Period	Second Period	Third Period

CO-OPERATION BETWEEN SCHOOL AND COMMUNITY

School-community co-operation can be likened to a two-way street. The community is responsible for the financial support of the school; the school is obligated to guide the learning of young and older members of the community. The present trend is toward the development of a more personal form of co-operation, whereby the school goes out into the community and the community comes into the school. The original purpose of school-community co-operation of providing free education conducted in community-supported schools is expanding to include school- and community-sponsored activities concerned with the welfare of all citizens.

General community participation Various types of services and studies in this area have been undertaken. For example, the school studies the cultural background and educational needs of the children. The faculty participate in community living through their leadership in garden clubs, Community Chests, churches, social groups, health councils, and children's theaters.

With the increase in the sizes of schools and cities goes an increasing need for expanding the guidance services. In small communities, citizens become acquainted with the school and with its work. In larger communities, many citizens know little or nothing about the kinds of schools that exist or the offerings in these schools.

The public must be convinced of the value of the guidance services that are instituted in order that they be willing to pay for them. In many cities a formal guidance program is delayed, not because the school leader has no plan but rather because the people have not been convinced that money spent for guidance is money well spent. Dollars expended in a good guidance program may have as much value as those spent on teacher service in the classroom.

School use of community resources Present emphasis on breadth as well as intensity of educational offerings points out the need to use many resources to supplement classroom study. In most communities various individuals or organizations are willing to co-operate with the schools by demonstrating certain skills or by furnishing specific information that will broaden learners' understandings. Such persons include supervisory personnel in special fields, nurses, doctors, religious leaders, representatives of local health centers, fire and police departments and citizen groups, such as the Rotary and Kiwanis Clubs.

School guidance staffs avail themselves of the services of physical and mental health clinics, community welfare, recreational, religious, vocational, and employment agencies. Various individuals, corporations, foundations, and

business or philanthropic organizations offer scholarships to qualified high-school graduates or grants to schools for special projects.

Children's courts are being established in an increasing number of communities. Although punitive measures sometimes need to be employed, these courts are interested primarily in the rehabilitation of young offenders. The schools and the children's courts work together closely. In some communities, members of the school system function as full-time liaison officers between the courts and schools. The school furnishes the court with background information about the young person in question. If the individual is remanded in the custody of a probation officer, the school co-operates with the latter in helping the delinquent get a new start. The court may commit the child or adolescent to an institution or may recommend clinic treatment. Unfortunately, as in other areas of service, inadequate budgetary appropriations retard the community's meeting of recognized needs.

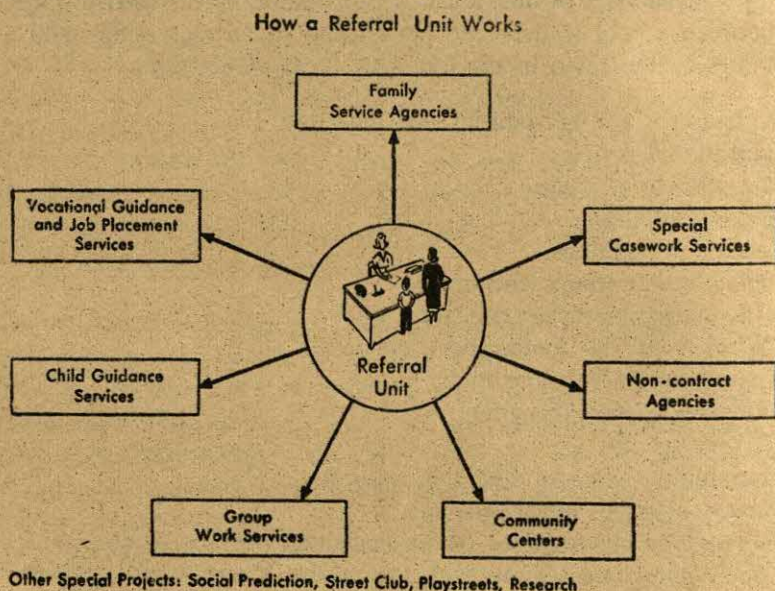
Educational projects undertaken by school and community Lay co-operation with the professional staff aims to enrich and increase the effectiveness of the school program rather than to relieve the board of education or the school people of their responsibility in educational matters. The school and the community should consider together school policies, curriculums, and buildings. This school and community interaction may take place through group action or through the services of individuals. Co-operation that is carried out effectively between school leaders and lay citizens in an increasing number of communities is illustrated in the following types of activities:

1. Professional and lay citizens help improve
 - Educational policies
 - The school curriculum
 - Building programs
 - Teaching conditions
2. Philanthropic groups encourage
 - A five-year citizenship education study
 - The provision for handicapped children
 - An intercultural relations study
 - A teacher-training program
 - Nursery schools
3. Community agencies aid the schools
4. Parents offer personnel service
5. Schools and communities set up machinery for social interaction
6. Communities and schools seek to improve intercultural relations
7. Communities and schools attack the problem of delinquency
8. Communities and schools deal with the problems of health and child care
9. Communities and schools provide recreation for the neighborhood

Citizens' committees can exert considerable influence on public opinion, thereby obtaining financial support for needed school services or equipment. For example, an attractively organized report to the people by the Citizens' Committee on Education of Augusta, Maine, contained among other things, the recommendation that Augusta have a guidance staff of three plus a secretary. As a result, to the existing guidance staff of one city-wide director and a part-time secretary were added a full-time counselor at the junior-high-school level and a part-time counselor in the high school.

An example of a service group including citizen participation is the New York City Youth Board, an official agency in the field of juvenile-delinquency prevention. The Board consists of twenty-eight nonsalaried members. Ten are heads of the city departments whose work is most concerned with children and young persons (schools, parks, welfare, health, housing, correction, and several of the courts). Eighteen members (appointed by the Mayor) are private citizens, outstanding for their interest in and knowledge of the problems of children and young people. The Youth Board co-operates with schools, city agencies, and other interested groups in (1) seeking out and

Fig. 21. The Youth Board in Operation⁴



⁴ Reprinted from "Curriculum and Materials, September-October, 1957." By permission of the Board of Education of the City of New York and the New York City Youth Board.

helping young people and their families with problems that may lead to trouble, (2) determining and providing the kind of service they need, (3) planning and co-operating in the support of needed new services for youth, (4) stimulating and co-ordinating community interest and effort on a neighborhood level, and (5) in other ways, attempting to prevent and control juvenile delinquency in the city. More than fifty agencies are in contact with the Youth Board. (See Figure 21.)

QUESTIONS AND TOPICS FOR DISCUSSION

1. Suggest ways in which the school can study the community.
2. Name four school-centered projects on which the community can work co-operatively with the school.
3. Differentiate between the "school community" and the "Community School."
4. In what way can a school's guidance service be of value to the adult citizens of the community?
5. Discuss the importance of the home as an agency of guidance.
6. What are the agencies in your community that are co-operating in the educational program?
7. Should the co-operation be between individuals and the schools or between groups and the schools? Give reasons.
8. What additional responsibilities can you add to those listed for teachers to the community, parents to the school, or community to the school?
9. Outline the values that may result from visits by parents to the schools attended by their children.
10. What special educational or guidance projects have been conducted by professional and lay groups in your community?
11. What machinery is set up for social interaction between the schools and the community in your town or city?
12. What measures are taken in your community to combat delinquency?
13. In what ways is television being used in your community? Suggest ways for improvement.
14. To what extent should a community provide recreational facilities for its citizens?
15. Draw a diagram showing the functional relationship to guidance of a community-centered school.

Psychologists constantly stress the fact that one's attitudes toward himself and others, his behavior habits of work and play, and his emotional controls or lack of them have their roots in his early childhood experiences. What he learns in the home during his first five years, supplemented by the outcomes of activities engaged in during his years of attendance at nursery school and kindergarten, constitutes the basis for future learning and adjustment. Hence the responsibility of parents and nursery school teachers for the guidance of the young child is great.

THE RESPONSIBILITIES OF PARENTS

The habits of thinking and the modes of behavior which a child displays are outcomes of the kind and amount of guidance he receives during his early formative years. The child of healthy, emotionally stable, sensible parents, who is born into a well-organized, happy home has made a good start.

Health and physical fitness Adult attitudes toward the care of the body often have their beginnings in attitudes developed during the early years. The mother, especially, is responsible for guiding her child in such matters as eating the proper food, going to bed according to a healthful schedule, and developing simple cleanliness habits.

Play activities The child's play should be supervised indirectly by adults and appropriate toys provided. These should be simple and inexpensive. Moreover, only a few toys should be made available to him at any one time, so that he can learn to know them and develop a personal feeling for them. When the child appears to have outgrown interest in some of his toys, others can be substituted for them. During his young childhood, the child's play activities constitute an important mode of development. Toys should be chosen care-

fully so that they are suited to his stage of muscular development. At first he should be provided with large blocks, large soft balls, Teddy bears or other woolly animals, and soft dolls. Gradually, smaller toys become desirable.

The young child plays with and throws his toys in what may seem to be an aimless fashion. Actually he is investigating and manipulating, thus developing his larger muscles. Later, he wants to construct, to scribble, and to create. At first he prefers to play alone; the presence of other children may go unnoticed. Later, he likes to play in the presence of those of his own age. This attitude gradually changes to that of wanting to play with all other children.

Occasionally an adult may play with the youngster, but this should not be often lest the child become too dependent on adult motivation of the play activity. By the time a child reaches the age of two, he becomes very much interested in any objects around the house that are small enough to handle. Nothing is safe from his active little fingers—bric-a-brac, mother's pots and pans, in fact anything that can be picked up and moved or that makes a delightful noise. The home which contains an active, curious young person should be furnished simply, and interesting and appropriate toys should be provided for him in order that he is not tempted to explore and experiment with the *verboten*. The mother's nerves and the child's emotional state will be in better condition if parents use foresight in satisfying a child's play tendencies.

Another means of reducing friction is training the child to take care of his toys and other belongings. He is fortunate if a playroom and a play yard can be provided for him not too far from the center of family activity. If that is not possible, he should have a bureau drawer or a box into which he is expected to put his toys after he has finished playing with them. Putting away and taking out toys can become part of the fun of playing with them.

Youngsters like to imitate what they see their elders do. Playing house or playing store either with real or imaginary playmates is most satisfying to the three- to five-year-olds. This interest can be guided into having the small child take on simple household chores, to his great delight. Helping mother dust, or dry the silverware or handing small articles to father as he does repair jobs around the house are thrilling experiences, if the parent is patient and understanding enough to realize that little fingers sometimes drop things and that young minds cannot always comprehend directions.

Mental development A normal child's continuous questions grow out of his rapidly increasing interest in and concern about all the new and intriguing aspects of things around him. He needs to be guided toward a correct appreciation of himself and his environment. Hence adults should treat with respect a young child's urge to know and to understand. He should not be laughed at, teased, or ignored. Fortunately, the child often is more interested in asking questions than in receiving answers. He is exploring and he may have the answer at least partially, but he wants to find out what the adult will do about his

questions. Long detailed answers are not necessary or desirable. A short, simple answer given with an attitude of sincerity and interest and *with a smile* usually is quite sufficient and satisfying until a new question pops out. And so it goes! Under patient adult guidance, the youngster can make his world part of his mental life.

There is one parent attitude that is born of too great pride in child accomplishment. It is easy for parents to believe that their child is superior to other children. They encourage the exhibition of a particular form of behavior which to them seems unusual or "cute." The child is taught by patient and ambitious parents to recite a "piece," draw a picture, play on the piano, or master a simple acrobatic stunt or dance step. Then the child's "wonderful" feat is placed on exhibition for the actual or simulated admiration of friends and acquaintances. Sometimes the child gives evidence of more sense than his parents by refusing to perform. Embarrassed parents then may attempt to explain his refusal on the basis of shyness or stubbornness, which intensifies an already emotion-charged situation.

Guiding the child's emotions The baby experiences emotions, but during the first years they are diffused and do not follow the definite patterns of emotionalized behavior displayed later. The baby responds to warmth and loving care. He achieves security in his mother's arms, in the taking of food, in comfortable sleeping conditions, and in the manipulation of his favorite toys. Loud noises, sudden changes, or other strange conditions disturb him. He responds emotionally to the facial expressions of elders. A smile calls forth cooing and smiling. A frown accompanied by sharpness of voice will bring about crying or other evidences of what might be termed fear. Physical restraint, such as holding a child's hands or feet, will result in active responses aimed at escaping from the unpleasant situation.

As the child grows older, his emotionalized behavior takes on a more definite pattern of response. He wants attention and love. He is not *naturally* afraid of the dark, of policemen, or of the "bogy man" who will jump out of dark closets and grab him. These fears are engendered in the child if parents use them as threats of punishment for childish misdeeds. Calm, emotionally controlled parents usually can train a child to be unafraid unless an unforeseen and disturbing situation acts as a shock to his sensitive nervous and glandular system.

Since a child craves attention, he may experience jealousy if another child receives some of the attention he believes should be given to him. Parents are faced with this difficulty especially when a new baby is born into the family which already has a little three-year-old or older child who up to this time has received the complete attention of his parents. Unless the parents have prepared the child for *our* new little brother or sister, the older child may display jealousy of the intruder by a return to a state of babylike dependence. Suddenly, he may need to be fed, to be put to bed, and to have

his clothes put on or taken off by adults—all of which activities he had learned for the most part to do for himself.

Adult example is a great motivator of the child's emotional attitudes. Bickering between parents, quarreling, and undeserved or unreasonable punishment are extremely disturbing to the youngster and may lay the foundation for future emotional maladjustment. Calm, reasonable, and emotionally adjusted behavior and attitudes on the part of parents and other members of the family are potent factors in the family guidance program that is aimed at developing emotional stability in the young child.

A child needs to associate with friendly adults. Relatives and friends must be able to give the youngster the kind of affection and guidance that will enable him to experience emotional security. This can be done by fostering a feeling of belonging, by supplying continuity and consistency in their dealings with the child, as well as by encouraging wholesome fun and adventure.

A single incident that has strong emotional potential can be the cause of a child's characteristic attitude in similar situations. Hence social experiences must be provided which will afford satisfactory emotional reaction. The child should begin early not only to learn to solve his own problems in situations involving his peers but also to acquire friendly, cheerful attitudes toward others. If parents pamper, overprotect, or otherwise deny him many opportunities to achieve emotional growth in these areas, they need not be surprised if the young child displays emotional instability or becomes emotionally maladjusted. A good emotional climate set by parents predisposes toward the development of habits of self-reliance and self-control.

Guidance toward home and social adjustment A program of guidance will fail to inculcate desirable permanent attitudes in the individual unless he is guided toward developing those character traits that will enable him to recognize authority, to co-operate with others, and gradually to transfer complete concern with self and the satisfaction of personal wants characteristic of the very young child to interest in the welfare of others.

Perhaps one of the weaknesses of the present educational pattern is that some parents and teachers seem to fear that exacting obedience from a child may result in his experiencing frustration, emotional disturbance, or mental conflict. An adult attitude of this kind is most unfortunate. Rare is the person who never needs to obey the rules and regulations established for general safety and welfare or who can live his life without consideration for the rights and interests of his associates. Personality traits and social attitudes developed in the home during the early years of his life exercise a tremendous influence on the habitual pattern of behavior the individual displays in his later relations with other people.

A child must learn to obey reasonable commands issued unemotionally by his parents. It should be within a child's power to conform to expected forms of behavior. Parents' wishes or orders should be few in number and should

be formulated in simple language which the child can comprehend. The child also should understand the reason for the expected behavior. Adults need to be definite in their demands that a certain specific form of conduct be exhibited by the child. A general admonition such as "Behave!" could be answered by the child, if he had a mature understanding of what constitutes behavior and dared to give expression to his knowledge, by "I *am* behaving. Everything I do is part of my behavior!"

"Be good!" is another vague generalization. What may constitute *goodness* for the parent may be very different from a child's interpretation of the term. Hence guidance of child behavior should be specific, comprehensible, reasonable, and parents must be consistent in their attitude toward behavior. Tiredness, frayed nerves, or preoccupation with other interests on the part of the parents should not result in expecting one type of behavior from the child one day and another kind on another day. A child soon becomes adept at sensing parental attitude. He discovers early that he must "watch his step" on some occasions and "can get away with murder" on others. If they expect to guide a child toward the development of strong character, parents cannot exhibit personal whims and inconsistencies in their own attitudes.

Punishment for childish misdeeds should be specifically related to the misbehavior, appropriate to the situation, aimed at the undesirable conduct, not too long delayed, and effective. Yet, it should not cause physical harm or the arousal of inordinate fear. Sometimes raising an eyebrow when a child gets out of hand can be more conducive to remorse for uncontrolled behavior than a severe thrashing or other form of punishment. To a child severe punishment may seem to be disproportionate to the seriousness of the offense.

The child needs to be taught the value of honesty. The "tall stories" of the imaginative young child should neither be a source of amusement to adults nor be interpreted by them as a sign that "he is a born liar." The child should be guided toward a realization of the truth. Even if one cat in the back yard is making enough noise for a hundred cats, there still is only *one* very vocal cat there.

If parents expect a young child to tell the truth and to be sincere and honest in his attitude, they themselves must set the example. A child learns more from example than he does by precept. Moreover, the recognition by a young person that what his elders say often is at variance with what they do causes him to experience difficulty in knowing just what his own attitude should be. Expediency rather than personal conviction concerning his own course of action may come to influence his relationships with his associates.

After babyhood days, a child needs the companionship of children of his own age. He must be guided toward an understanding of his rights and responsibilities in these early social relations. Co-operation with others, as exemplified in family attitudes, now are carried over into situations that include boys and girls outside the home. Indirect but watchful parental supervision of play activities, of toy-sharing, and of general aspects of social behavior aid the child to develop co-operative social attitudes.

A child can be stimulated to recognize his strengths and his weaknesses. Innate personal qualities predispose some children to caution, timidity, or fear from the time they become mobile. Any limitations, such as slow reaction time, low vitality, frequent illness, or poor co-ordination, affect adversely their attainment of good social adjustment. Other children exhibit greater vitality and seem to display more ability to profit from new experiences. No matter what his assets or his limitations, each child should be guided toward a gradually increasing ability to do things for himself and make his own decisions as he associates with his peers.

GUIDANCE TOWARD SELF-DISCIPLINE

If an individual is to display socially acceptable behavior he must exercise control over his attitudes. The young child understands neither the bases of moral discrimination nor the implications of broad ethical concepts. His behavior receives either approval or disapproval. The former is satisfying; the latter annoys him. Ethical and moral concepts, such as goodness and badness, obedience and disobedience, or honesty and dishonesty, only gradually are included in his understanding and in his vocabulary.

Behavior of the young child During the early months of his life, the child's behavior responses are impulsive. By the end of one year, however, he enjoys engaging in behavior that will earn for him the expression of adult approval. Later, he may take as his own whatever is within his reach. Although this behavior is not associated with stealing or dishonesty as such, the child needs guidance toward the development of proper attitudes in such situations. When he is carefully guided, the three-year old is able to recognize the rights of others. He has learned to share his toys with others; he can comprehend the meaning of good and bad behavior. Adult example and patience are significant factors in the gradual modification of his earlier egocentricity.

The growing child's overt actions are motivated according to the relative strength of various inherent urges and drives. Since a child does not achieve acceptable control of the expression of his inner drives without a struggle, he may engage in behavior that appears awkward to his elders and may be harmful to himself. Many of his behavior problems result from his self-interest, his imitation of undesirable behavior, or his unawareness of possible consequences.

Parental guidance Parents can encourage a child to think through reasons for behaving in one way rather than in another and to achieve inner satisfaction from engaging in socially accepted behavior. Then, as the child's habitual activities gradually become motivated by worthy inner controls rather than stimulated by less desirable forces outside himself, his behavior reflects the ideal of self-control or self-discipline.

The behavior of a well-disciplined child is guided by certain principles which he understands and practices. Fundamental parental attitudes and practices which help the child achieve intelligent self-discipline include such factors as these:

1. Establishment of a healthful physical routine
2. Encouragement of obedience
3. Administration of appropriate punitive measures only when neither the parent nor the child is angry
4. Willingness to act decisively
5. Practice of consistency in disciplinary procedures
6. Recognition of individual differences among children
7. Avoidance of overindulgence
8. Fair but firm treatment
9. Provision of opportunities for indirectly supervised play
10. Encouragement of good sportsmanship in playing games
11. Continuation of supervision until the child has become an independent, self-disciplined individual

FUNCTIONS OF THE NURSERY SCHOOL AND THE KINDERGARTEN

Attitude and behavior guidance in the nursery school should serve as a supplement to, not a substitute for, parental guidance in the home. The kindergarten has become a definite step in the American educational ladder. The nursery school still is accepted only partially by school people as constituting a necessary beginning of the individual's school experiences. A few public-school systems include nursery-school education, but most nursery schools are privately administered, tuition schools.

Objectives of nursery school and kindergarten The nursery school or the kindergarten is not a place in which a child spends many hours each day doing as he pleases. If the functions which the school is supposed to achieve are to be met successfully, the program of child experiences must be organized around specific objectives which serve as the basis of whatever transpires during the school day and year. These aims or objectives should result in the guidance of the child toward:

1. Development of simple health habits and concern for physical needs
2. Improvement of language patterns for the expression of ideas in simple, correct speech
3. Continued development of interest in the enlarging environment and the ability to think independently within the limits of his degree of maturity

4. Achievement of emotional control and desirable social attitudes in relation to adults and other children
5. A growing appreciation of beauty in form, color, and line.
6. Utilization of materials toward a definite end
7. Development of control over his responses—self-discipline
8. Appreciation of the achievement of specific goals

The daily nursery-school program Unless the nursery school serves as an all-day refuge for the young children of working mothers, the daily session, either morning or afternoon, is about three hours in length. In a quiet, pleasant environment, teacher-guided activities follow a definite daily schedule which affords opportunities for the development of basic skills and attitudes. These include the primary eating skills, caring for toilet needs, toy manipulation, and playing appropriate games in a social situation. Individual interests and abilities are afforded opportunities to develop under the indirect or direct supervision of well-trained teachers. The child learns how to become socially co-operative.

The success of nursery-school and kindergarten guidance in personality development depends to a great extent on the personal qualities possessed by the teacher and the amount and kind of co-operation she receives from parents.

At the beginning of the term the teacher in the nursery school or kindergarten should be aware of the needs that a child has for a parent substitute. Any demonstration of affection on the part of the teacher helps to reveal her emotional readiness to accept the child's need for dependence on her. From the beginning, emotional growth should be fostered. However, any attempt to rush a child into becoming self-reliant too soon may be as harmful as attempts at keeping him a baby too long.

For a child to have one or two friends with whom he can play eases the problem for all concerned, though his periods of identification with them usually are short. A young child tends to continue at one activity for brief periods of time. If he has imaginary companions and is encouraged by his parents to report the happenings of the nursery school day, he sometimes is able to keep an imaginary companion alive for a long period of time. One such instance was known to continue until, by accident, it was discovered that the child was discussing the play activities of a supposed child who was not even attending that school.

Orientation of parents to nursery school or kindergarten Parents need to know what to expect from a nursery school or kindergarten. Some schools extend a cordial welcome to parents and their children who are going to school for the first time. Parents should be advised that the experiences provided and the guidance given are to help their children become self-reliant, adjusted to others, and emotionally secure.

Although at Elkhart, Indiana, kindergarten attendance is not required, the school authorities believe that a child is better prepared for the first grade if he has had kindergarten experiences. Before a child is admitted to the kindergarten, an individual conference is held with the parent, child, and teacher. By means of a printed brochure entitled "Getting Ready for Kindergarten" the parents are informed concerning the program of learning activities which follows:

In kindergarten, your child will learn these things:

To Get Along With Others by:

sharing experiences as well as toys
being courteous
learning to control anger
learning to be a leader
learning to be a follower
playing fairly

To Express Himself by:

working with his hands
learning many rhythms
listening to others
dramatizing stories

To Understand Some of the Basic Skills by:

recognizing his name
enlarging his spoken vocabulary
playing with others
singing
following directions
enjoying simple number games
enjoying stories and poetry

To Assume Responsibilities by:

putting away toys
caring for class pets
passing out materials
caring for own clothing

Value to parents Many parents still regard nursery schools and kindergartens as substitutes for homes that fail to meet the needs of young children. These parents feel that sending their child to school before the age of six would be an admission of their inability to provide in the home the kind of environment and the amount of guidance which are due him. This is a misconception of the purpose of this early form of education and guidance. As the child begins to develop a social awareness, he needs to experience asso-

ciations with a larger and more diverse social group than can be offered even in a pleasant home environment that includes other children and the children of neighbors. He needs the guidance of adults who are trained especially to provide him with opportunities to engage in organized social activities.

Furthermore, even the most conscientious and understanding of mothers should have a few hours of respite from concern with the child's welfare. Other home duties and relaxing activities can be engaged in by the mother, with the realization that she, as well as her child, is benefiting from a short daily period of separation. Sooner or later, a mother must learn that she cannot continue to be the chief source of satisfaction for a child. The earlier this weaning process begins, the less painful it will be for the child and the mother, especially the latter.

Another benefit that accrues to parents as the result of their child's attendance in a nursery school or a kindergarten is the training in child guidance the parents themselves receive. Most of these schools hold weekly parents' discussion meetings at which problems of child guidance, both general and specific, are considered by the teacher and the parents. It is the practice in some schools to invite or to require the mothers of the children to visit the school periodically while it is in session and learn at first hand how the various problems of young child behavior can or should be treated.

QUESTIONS AND TOPICS FOR DISCUSSION

1. Defend the thesis that the educational experiences of the young child are pre-eminently guidance activities.
2. Formulate five suggestions concerning the maintenance of the health and physical fitness of a young child which you, as a teacher, would make to the parents of the child.
3. State your opinion concerning the advisability of allowing a child who will not eat his food to miss a meal or two.
4. Should a young child eat his meals before his elders eat theirs?
5. Cite examples of young children of your acquaintance who experience eating or sleeping difficulties. What could be done for these children?
6. Find out what some of the causes of enuresis are. How do you think it should be treated?
7. At what age and under what conditions should a child begin to take the responsibility of his own cleanliness and clothing?
8. Visit a toyshop or the toy department in a store in which toys are arranged according to age levels. List at least five types of toys offered for each level.
9. Repeat the procedure outlined in question 8 for children's story books.

10. Should a parent ever refuse to answer a child's questions? Why or why not?
11. Trace the pattern of a child's emotional development.
12. What was your greatest fear as a child? What caused this fear to develop?
13. Enumerate mistakes that even a good parent can make in the area of a child's social experiences.
14. As a young child, were you expected to obey unreasonable requests? If so, what did you do about them?
15. Cite examples of adult practices that may influence a child's attitude toward the value of honesty.

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GUIDANCE IN THE ELEMENTARY SCHOOL

Questions still are being raised about the advisability of introducing guidance programs in the elementary schools. An increasing number of school people, however, have come to recognize the value of *preventive* guidance. The elementary-school child stands between almost complete dependence on elders for his well-being and adolescent strivings toward achieving almost complete independence from adult domination and authority. With respect to what he has been and what he hopes to be, therefore, the elementary-school child needs guidance—both indirect and direct—so that through the relatively placid years of middle childhood he is helped to develop those fundamental attitudes, skills, and knowledges which will enable him to enter the adolescent years with a minimum of storm and stress.

THE ELEMENTARY-SCHOOL PUPIL

The school life of the child between the ages of six to twelve or fourteen years constitutes a period of educational experiences under the leadership of a relatively small number of teachers. For at least the first six years, he meets each teacher every day, all day, for a period of five months or a year. Much of the guidance the elementary-school child needs can be received indirectly as he engages in classroom and school activities with his teacher and fellow pupils.

Basic needs of children Some of the life needs of an individual were discussed in Chapter 3. At this point, attention is directed to the specific needs of the elementary-school child. It should be noted, however, that there is no sharp line between the needs experienced at an earlier age and those that can be expected to persist.

The guidance program conducted in the elementary schools of Montebello,

California, is attempting to provide for the fulfillment of such needs as the following:

A. Good Health

1. Adequate well-balanced diet
2. Required sleep and rest

B. Knowledge of Fundamental Skills

1. In terms of ability to understand and learn

C. Feelings of Security and Assurance

1. At home
2. At school
3. During all school activities

D. Desire for Friends and Social Acceptance

1. Children
2. Adults

E. Discipline

1. Kindly but firm
2. Progress towards self-discipline

F. Leisure Time Activities

1. Individual interests
2. Recreation

G. Vocational Skills

1. General knowledge of the world's work

The life pattern of the child The less awareness an elementary-school child has of the existence of problems of adjustment or of himself as constituting a "problem," the better his adjustment is likely to be. The average elementary-school pupil is a happy child. School and school activities constitute the major part of his interests, and they demand much of his attention during the school year. As he works and plays with other school children, he is concerned with a great many new and stimulating elements in his expanding environment. These elements bring him joy in spite of occasional setbacks or thwartings of enthusiasms.

Attitudes and activities of the child The child is willing to accept everyone as a friend unless he discovers that his faith in human integrity has been misplaced. Although the child is friendly in his attitudes toward adults, a growing boy—to a lesser degree a girl—becomes less and less demonstrative in his expressions of regard for them and dislikes too great a show of affection

toward him on the part of an adult. He may be embarrassed by or resent the good-night kiss and hug that he welcomed or sought earlier.

The child's enthusiasm and interest can be aroused easily. If his early childhood experiences were favorable, he knows little or no fear. He is willing to experiment. He can be motivated to throw himself wholeheartedly into the execution of a project that excites his interest.

The elementary-school child usually is outgoing in his attitude and craves activity. He may become temporarily angered by the "do's and don't's" of adults, but he usually does not bear grudges. This is also the period of strong loyalty to one's pals. He forgives and forgets. He wants to sing, to laugh, to run, to jump, to shout. He is constantly exploring and investigating, and he enjoys sharing his discoveries with others. He will spend hours working at a puzzle or tinkering with a mechanical gadget to discover how it operates. He wants to construct, to build, to create. The girl may begin "the great American novel" which, much to our loss, she rarely finishes!

The little boy, and sometimes the girl, can see possibilities for creative activity in almost anything that is around. He does not always carry out his creative ideas, however. One nine-year-old boy who spent several weeks in the home of his aunt and uncle was intrigued with the sight of empty cereal boxes. He made certain that his aunt gave him each box as it was emptied. Since the family used a variety of cereals, he suggested that one kind could be mixed with another, so that he could add to his stock more quickly. When he was asked what he intended to do with the boxes, the answer was, "I just don't know. I'm thinking. You know, you can make lots of things out of boxes." When the boy returned home, however, he left behind him the dozen or more boxes. He regretted that he had been so busy that he had not gotten to them (he really had many spare hours), was sorry that he could not take them with him, and supposed that his uncle and aunt would not be willing to keep them for him until his next visit. They did not; neither did he remember to ask about them when he came back after about three months.

Collecting During this age period, boys and girls are avid collectors of all kinds of articles. A boy's pockets and a girl's bureau drawer contain many prized possessions, each of which has a special value or association. A boy guards carefully—though he delights in showing them to his pals—such things as bits of string; pebbles; fish hooks; pieces of broken gadgets; campaign, school, or club buttons; screws; nails; pocket knives; broken or unbroken toy guns; and similar articles that he has picked up here and there. The girl may cherish greeting cards and letters (especially from beloved adults); bits of ribbon; pictures; dolls and other small toys and picture books reminiscent of her early childhood; a first tooth; school reports and test papers for which she received commendation from her teachers, and some articles similar to those that are prized by boys.

A girl is more likely than a boy to hoard her treasures through adolescent

years. A young girl who recently was married went to live a long distance from her girlhood home. Before she left her home she decided to clear out all the "junk" she had accumulated during the years. A trunkful of dolls, a case filled with her childhood books, and other mementos of childhood experiences were all set to be discarded. After hours spent in "throwing away," she finally weakened and salvaged some things she just could not give up. These were neatly packaged and returned to her mother's storeroom for the time when "my own little girl may get the fun out of them that I did!" Perhaps she really believed what she said, or was this just a bit of rationalization?

Some men and women never lose this tendency. It may lead to the collecting in an organized fashion of unusual or rare objects, such as first editions. Often money and time that can ill be afforded are devoted to the pursuit of an avocational interest, which, nevertheless, provides satisfaction.

Vocational interests From one point of view, vocational interest at this age runs high. The boy may decide that when he grows up he will become, in turn, a candy store owner (so that he can eat all the candy and ice cream he wants), a policeman waving a big stick and wearing brass buttons, a fireman who spends his life at exciting fires, an intrepid and daring pilot, a brave soldier, a rollicking sailor, an inventor, a traveler in outer space, a veterinarian (so that he can have all the pets he wants), and a successful industrialist or businessman who "makes a lot of money." Sometimes he decides that he will become a doctor or a dentist who will be kind to children and not make them suffer the unpleasant experiences which he himself has undergone at their hands!

A girl's vocational interests usually are different from those of a boy, but they are just as intense as long as they last. As a matter of fact, a girl's interest may persist through adolescence and finally develop into her selected vocational activity. A girl may be moved variously by the urge to become a nurse, a teacher, an air stewardess, a famous singer, a dancer, or a motion-picture or television star; or, as she approaches her preadolescent years, she may become intrigued with the thought of marrying a man like her father and having "lots and lots of children."

Behavior tendencies The normal inquisitive, energetic, busy, happy elementary-school boys and girls are a joy to teach. Even their pranks and occasional misbehaviors add zest to the life of the adult who works and plays with them. They are diamonds in the rough. They need polishing, but they respond cheerfully to whatever treatment is accorded them so long as it is fair and reasonable from their point of view.

Unfortunately, not all young people have inherited healthy physical constitutions and potentialities of behavior that can be guided toward the development of mentally healthy patterns of living; neither are all little children

afforded the kind of homes and neighborhood conditions and parental guidance that induce the formation of well-adjusted habits of thinking and doing.

As a result of poor biological inheritance and unfavorable environmental conditions, some elementary-school children are surly, unco-operative, and suspicious, if not actually defiant. Sharp knives and real guns "snatched" from older brothers or other adults may take the place of toy guns or water pistols in the pockets of a ten- or eleven-year-old boy and may be used with determination to hurt if uncontrolled emotions take hold of the boy. His chief vocational interest may be to become a high-class gangster. Likewise, a girl may come to the elementary school unprepared for her new school experiences. She may be filled with unreasonable fears. She may attempt to cheat or lie her way through school because she has never learned to face situations realistically. She lacks the confidence that she can earn success in some small way at least, by putting forth effort and allowing her attitudes and conduct to be guided by kindly adults.

These are the children who are the recipients (not the victims, we hope) of whatever teaching and guidance services are provided by the elementary schools of America. For many, as was said earlier, guidance will be administered indirectly as part of their daily school experiences. For a few, guidance will need to be direct and administered intelligently and patiently, if these children are to be helped to "reform their ways" and to become well-adjusted and useful citizens.

FUNCTIONS OF ELEMENTARY-SCHOOL GUIDANCE

Entrance into the elementary school may be the cause of lasting emotional disturbance and maladjustment for the child who is overprotected in the home and who has had no preparatory experiences in nursery school or kindergarten. The environment of a relatively large school or competition with boys and girls brighter than himself may result in a child's failure to achieve the degree of success in school work that he and his parents desire. This situation may cause the child to become discouraged and the parents to feel resentful. Differences between the child's home conditions and those of the school and the homes of other children also may develop in the young child a feeling of insecurity. Fortunately, elementary-school people are beginning to recognize the guidance needs of their pupils and are adjusting school activities and conditions to individual ability and emotional maturity.

Basic considerations The primary function of the guidance program at the elementary level is to help in the adjustment of each child to the school and of the school to the individual child. The child must adapt to new ways of

behaving and new ways of doing things. He now is in a group situation that is somewhat structured. As he works and plays with other children he must learn to share materials and assume simple responsibilities. He also must discover that he is expected to follow the teacher's directions and that he cannot demand all of the teacher's attention. He must establish satisfactory routines and live by them.

Unless the child has attended kindergarten, he needs help in adapting himself to living away from his mother and his home for a good part of the day. The help may be given in the form of individual interviews with the school counselor, consultations of the teacher or counselor with parents, or guidance in group situations. If the child's adjustment difficulty is serious, he may need to be referred to a psychologist or a child guidance clinic. The teacher is the key person in this situation, however.

All children probably need some help from the teacher toward good school adjustment. For those children who cannot be helped sufficiently within the classroom the assistance of guidance specialists should be provided. It is important to remember, however, that the work of the guidance specialist can be effective only if the entire school staff recognizes that elementary-school children may require help in any one or more of the following areas: personal, social, educational, and, perhaps to a lesser degree, vocational. Moreover, guidance activities are facilitated when there is an acceptance by administrators, teachers, and specialists of guidance as a point of view that pervades the thinking of all school personnel. In addition, guidance on the elementary-school level is based on the following assumptions:

1. An understanding of children
2. An interest in children and in learning about them
3. The recognition of children as individuals
4. An interest in and knowledge of ways to meet children's emotional needs
5. A consideration of appropriate curriculum offerings
6. An awareness of the interrelationship of guidance with teaching
7. The giving of attention to the causes of maladjustment as well as to its symptoms
8. Knowledge that, to be effective, a guidance technique must apply to the particular child and his specific problem
9. Engagement in teamwork, beginning with the head of the school

The introduction of guidance services into the elementary school has been retarded somewhat because of the attitude of some of the heads of schools. The principal sets the tone of the school, not only in disciplinary matters and educational achievement but also in the type of guidance activity that will prevail. If the principal manifests a positive attitude toward guidance, impetus is given thereby for teachers to aid children within the classroom, to consult with parents, and to co-operate with specialized personnel.

Objectives of guidance in the elementary school The goals of elementary education have come to include not only concern for the three R's but also a greater appreciation of the responsibility of school people to provide opportunities for the child's effective development.

The elementary-school guidance program in New York City has a two-fold purpose: (1) to promote the study of the child toward the possible prevention of personality maladjustments, and (2) to encourage successful learning achievement. The program is built around specific aims and objectives. It is designed:

1. To prevent emotional disturbances from developing in young children through the cooperative efforts of teachers, parents, guidance workers, and the administrative staffs of the schools.
2. To offer assistance to the child whose learning in a particular area is poor when the deficiency is considered the result of emotional difficulties.
3. To help teachers recognize children with serious emotional difficulties so that proper referrals may be made, and assist the teacher and administrative staff in making referrals both to special bureaus within the school system and to co-operating community agencies or hospitals.
4. To serve as a means of facilitating communication between home and school.
5. To provide parents with information about child development as well as about school, the learning process, and the curriculum.
6. To provide teachers with up-to-date information about guidance materials such as films, film-strips, tape recordings, books and pamphlets, and to make these materials available for use within the schools.
7. To help teachers orient children to school and to help them prepare children for change to a higher school when they reach the upper grades.
8. To acquaint parents and teachers with tools which are available for child study and guidance and which are suitable for use.
9. To provide information about schools and vocations to children of the seventh and eighth grades.
10. To orient teachers to a testing program which can provide supplementary information about children for use in conjunction with information gathered in the classroom.
11. To provide opportunity for individual counseling sessions for those children in need of assistance and for those in need of educational and vocational information.
12. To act as liaison for special services available outside the school system.
13. To help teachers acquire information about guidance techniques, through demonstrations and discussions at faculty conferences, guidance workshops, classroom demonstrations and the like.
14. To aid in the placement of children in appropriate schools.
15. To work with other departments and agencies in a coordinated mental hygiene program.¹

¹ Reprinted from *Guidance of Children in Elementary Schools*, Curriculum Bulletin, 1955-56 Series, Number 13, pp. 6-7. By permission of the Board of Education of The City of New York.

GUIDANCE AND THE CURRICULUM

We cannot emphasize too strongly that the major function of guidance on this school level is to assist the teacher (1) to discover the capacities and needs of each individual child, and (2) to adjust curriculum offerings and instructional approaches accordingly. Guidance is an essential aid in developing the kind of educational program that will meet the challenge of individual differences among children.

Curriculum materials The children enrolled in more than 170,000 public and private elementary schools include young people who represent different national, social, and economic backgrounds and who differ widely in their ability to comprehend and master learning materials. All aspects of the child's developing personality pattern are being taken into account, and learning materials are being selected with regard to the individual's needs in all areas of his experience. To have constructive and satisfying experiences in human relationships, to understand and utilize natural and physical phenomena, and to appreciate and reflect in one's own creative activities the literary, artistic, and aesthetic aspects of human endeavor—these are the goals involving learning materials with which many children are being stimulated in the elementary school. This does not imply, of course, that basic skills and knowledge are neglected.

Adjustment to individual needs The operation of a somewhat unified elementary curriculum makes it possible for the child to recognize the value to himself of the learning activities in which he is engaging. They touch his life. They stimulate his interest. Arithmetic no longer is just a series of examples which one attempts "to do and to get the right answer," if need be from a neighbor's paper. For example, the child works at a project which has practical significance to him, and he needs to compute figures in order to know what the next step in the work will be. If his answer is not correct, he may be unable to continue his project. The actual computation may be difficult for him, but he *wants* his results to be accurate for his own sake, not because the teacher will give him a low grade otherwise. He is willing, perhaps eager, for any help that the teacher can give him toward improving his understanding of the rules of arithmetic and of applying them correctly.

This is but one experience of the many that could be presented to illustrate the ways in which learning becomes *guided* learning. What is important is that the child is motivated to seek, of his own volition, any guidance of his activities that he feels he needs. He comes to appreciate the value of help given him by others. This form of guidance is aimed at making him more

rather than less self-directed. He is encouraged to attempt other difficult projects because of his success with the present one. As a result, he recognizes that when he needs help, it is available to him.

DEVELOPMENT OF SELF-DISCIPLINE

In co-operation with parents, teachers and guidance counselors share the responsibility of the continued development of self-control on the part of all children. A child's behavior is influenced by the relative strength of his inherent urges and drives. If he has not succeeded in achieving satisfactory control of the expression of his inner drives, he may engage in behavior that is immature and harmful to himself and to society.

The teacher's role The teacher, through his guidance of the child's activities, is expected not only to motivate the learner to increase his knowledge of the world about him and to improve his skills in worthwhile activities but also to help him develop attitudes and interests that are centered in the welfare of his world rather than permitting him to remain self-centered and lacking in self-control. We are concerned here with the mental hygiene approach to the development of self-discipline among elementary-school children.

Through his displayed attitudes in and outside the classroom, the teacher exerts a great influence over the behavior of growing individuals. What the teacher *does* often speaks louder than what he says. So important is the personality pattern of the man or woman who aspires to enter the teaching profession that his personal qualities are evaluated before he is approved for teaching. The teacher should be sincere, honest, and conscientious; he should like and understand young people, know his subject matter, and be skilled in techniques of learner motivation.

Delegation of authority The extent to which the teacher can permit pupils to work without direct supervision indicates the degree of self-control they already have developed. Each child should be given as much freedom of action as he shows by his behavior that he can exercise, without interfering with the rights or behavior of others. In effect, this is a delegation of authority by the teacher to the child to direct his own behavior.

Each child should be helped to understand that as long as his behavior conforms to accepted standards when he makes his own decisions concerning its nature he merits freedom of action. However, as soon as he reveals that he has not gained sufficient insight into and control over his desires and he deviates from accepted behavior standards, the teacher should withdraw authority from him in this area. This should be done with the understanding that it will be returned as soon as the child again shows that he can be en-

trusted to discipline himself. The ultimate goal is to help each pupil become aware of the rights of others and to refrain from infringing upon those rights.

Teacher attitudes toward behavior difficulties Whenever possible the teacher attempts to bring about a change in undesirable behavior. He does not hesitate to enlist the assistance of other personnel in individual cases that are difficult. The counselor and the principal play important roles in helping to change the behavior of the child who shows wide deviation from an accepted norm.

Basic concepts in the problem of discipline at Montebello, California, are given here:

BEHAVIOR PROBLEMS

Modern psychology has suggested that too often we are rewarding bad behavior and good behavior not often enough.

Time spent in reprimanding is a form of reward for the behavior-problem child and each punishment evens the score and enables him to repeat the wrong. Use this same time in offering security, praise and acknowledgment, and the problem child will learn that good behavior is much more profitable.

I. Philosophy of Discipline

A. Basic Steps

1. The word discipline is often misunderstood
 - a. Does not always mean physical punishment
 - b. Learning right from wrong
 - c. Ability to carry through this knowledge with an acceptable behavior
2. Some children learn better by a more physical approach
 - a. Others need only to be reasoned with verbally
 - (1) Difference often based upon temperament of individual child
 - (2) Child difficult to discipline often reflects disposition of parents and teachers
3. Child enters world without knowledge of right from wrong
 - a. Requires discipline
4. Basic needs motivate child throughout life
 - a. Need for and to love
 - b. Warmth
 - c. Food
 - d. Self-preservation
5. Environment controlled by parents and school
 - a. Determines adequacy of child's needs being met
 - b. Amount of force child must exert, if not
6. Most effective form of discipline when child understands
 - a. Why he has been reprimanded
 - b. Advantage in not repeating incident
7. Ability to understand and carry through
 - a. Dependent upon mentality
 - b. Dependent upon experience

8. Slow learning child
 - a. Requires patience
 - b. Requires understanding
9. Discipline of most importance
 - a. Offers security to the child
 - b. Child knows what to do
10. School problems
 - a. Teachers differ considerably in philosophy of discipline
 - b. Problem for child-in junior and senior high school who is exposed to a number of teachers each day
11. Importance of parent conferences
 - a. Provides teacher with knowledge of discipline at home
 - b. Ideas can be exchanged between school and home
12. Disciplinary techniques
 - a. Child must understand
 - b. Cannot force discipline
 - c. Use gradual approach
 - d. Must be consistent
 - e. In line with age and capability

THE GUIDANCE PERSONNEL IN THE ELEMENTARY SCHOOL

As we have suggested earlier, the classroom teacher is the elementary-school child's friend and guide. In an elementary school or school system having guidance-minded administrators and teaching personnel, provision is also made for the services of trained counselors and other specialists whose function it is to co-operate with the school staff in helping children with problems of adjustment. We shall describe briefly the specific responsibilities of the respective members of the guidance corps.

The elementary-school counselor There is a slowly-growing trend toward including in the personnel of an elementary school at least one personally qualified and well-trained counselor, on a full-time counseling assignment. At present, this guidance expert apparently is expected to be all things to all people. His duties include interviewing children, consulting with teachers and parents, contacting outside agencies, administering special testing instruments and interpreting the results, devising questionnaires, completing reports, preparing significant data, and engaging in countless other paper-and-pencil activities. The full-time counselor also keeps the principal informed of progress made and discusses with him future plans and needed school adjustments.

According to the superintendent of schools in Irvington, New Jersey, (which has one of the relatively few effectively functioning elementary-school guidance programs) some of the counselors' major areas of activity are these:

1. Orientation programs for parents through pre-school meetings, visitation to kindergarten, and kindergarten teas.
2. Orientation program for kindergarten pupils by visitation to kindergarten.
3. Orientation of transferred pupils through special conference with counselor.
4. Orientation of 8th grade pupils for high school by assisting in their choice of curricula. This is done through group meetings, talks by outside speakers, visitation, and individual counseling with both pupil and parent.
5. Counseling with children presenting special problems. Referrals are made to the counselor by teachers desiring further information or special assistance.
6. Conferences with parents to bring about a better understanding of teacher-pupil and parent-child relationships.
7. Conferences with teachers to inform them of the results of the testing and of parent conferences.
8. Planning and setting up the testing program.
9. Working with the parent education program of the Parent Teacher Association.
10. Keeping of cumulative records for each pupil.

The counselor works with the school personnel and the Supervisor of Special Services to attain optimum development physically, mentally and emotionally for each child in our schools.

As one thinks through the implications of the foregoing list of responsibilities, he can appreciate the magnitude of the task and sympathize with the counselor who becomes discouraged because he seems to be "getting nowhere fast." This situation prevails probably as a result of the relative newness of special counselors on the elementary-school level. The specific duties of the counselors have not yet been spelled out.

Special guidance personnel *The attendance officer* The daily program in a modern elementary school offers so much purposeful, stimulating activity that pupils generally do not want to miss the interesting things that may happen. There still are cases of absenteeism that need to be checked, however. Parents sometimes are overcautious concerning a child's health. In every school there are children who, becoming a little discouraged because of apparent failure to keep up with their classmates, attempt to withdraw from the unpleasant situation. Some adventure-loving youngsters "play hooky" either alone or in the company of their pals.

Doctor and nurse Since the care of the health is very important during the elementary-school period, in most schools the children receive periodic check-ups, in addition to the daily morning inspection by the teacher of eyes, nose, mouth, and hands, as well as general state of cleanliness. The doctor serves on a part-time basis, as does the nurse, unless the school is large enough to require her full-time service.

Psychologist and psychiatrist In a small elementary school, one of the teachers on the staff who has had special training supervises the administration of

standardized tests as these are given by classroom teachers. Larger schools, having a comprehensive program of testing, use the services of a psychologist who usually works from the central office of the school system or is assigned to a school district. The services of a psychiatrist employed by the school system or who is a member of a community-sponsored guidance clinic should be available to care for seriously maladjusted children.

Community agencies In many cities and school districts, there is a close service relationship between the schools and other community organizations, such as welfare agencies, guidance clinics, business houses, industrial plants, local government offices, and public and private recreational organizations—the department of parks, the officials in charge of swimming pools, the Y.M. and Y.W.C.A., and the Y.M. and Y.W.H.A., the 4-H Clubs, and similar agencies. Children should be encouraged to develop the habit of using public recreational facilities.

Vocational counselor In some 8B schools and in fewer 6B schools, the staff has a vocational counselor whose function it is to help upper-term pupils in their choice of a secondary school. The vocational counselor works closely with these young people in attempting to discover their vocational potentialities and interests, and, on the basis of the knowledge gained, advises them on the school (in a city having more than one type) they should attend or the curriculum they should follow. Vocational guidance in the elementary schools should be general rather than specific, except for those children who give evidence of mental status so low that they can engage in none but a very simple occupation.

The teacher On the elementary-school level, guidance services center in the teacher. All other guidance personnel supplement what the teacher does in studying the child, working with him, and in a friendly and understanding fashion motivating him to want to be a co-operative, well-adjusted, happy individual. It is the teacher to whom the child can take his questions and who will listen with interest to outpourings of his thoughts, his interests, his successes, and failures.

In an overcrowded city school, the teacher's task may be difficult. Large classes and fixed, rigid curriculums and teacher-dominated classroom activity combine to bring about a situation in which attempting to follow a syllabus and to "discipline" children leaves little time for individual guidance. In fairness it must be said that, in spite of unfavorable conditions, many teachers in such schools do learn to know their children well and help them toward developing fine character.

The teacher in a school which places the emphasis on child development and child activity has an excellent opportunity to offer much in both group and individual guidance. As the children, alone or organized into committees,

participate in research or other projects, the teacher observes, encourages, and suggests. The warm friendly relationship that results is conducive to successful guidance.

SPECIAL ASPECTS OF GUIDANCE IN THE ELEMENTARY SCHOOL

Although guidance is a continuing process throughout all of the elementary-school years, there are certain specific functions of guidance service which must be carried out.

Orientation to the school The child who comes directly from the home to the school has many adjustments to make. He is entering a new and expanded environment; he is leaving for the greater part of the day the security of mother-child attachment which he may have experienced; his accustomed freedom of action is curtailed as with other, perhaps different, little boys and girls he must conform to school regulations, flexible as these may be; and he must engage in activities which may be relatively difficult for him to master.

The shy, overprotected child feels lost; the spoiled, aggressive youngster may become resentful. All need mother-love and attention. The teacher of first-year children gradually helps them grow accustomed to and enjoy their new experiences. Children who have attended nursery schools and kindergartens usually do not encounter such difficulties of adjustment unless the elementary school is in a new building and there is too great a gap between preschool learning activities and those of the elementary school.

Articulation with the next school level The elementary school "senior" has made a place for himself in the school; he probably is participating in leadership activities; he is looked up to by his younger classmates. To become a "freshie" in the next higher school is an experience that is not relished by the average preadolescent or young adolescent. He must be prepared for this experience, as well as guided toward making the best choice of secondary school or of courses in it. The teacher of the graduating class, assisted by the counselor (if there is one), should co-operate with the next higher school in helping the child make a desirable transition from one school to the other. This can be brought about through visits of the children to the new school, and of teachers and pupils of the secondary school to the elementary school. Brochures, pamphlets, and other printed or mimeographed material describing the activities of the new school also are helpful.

The articulation procedures recommended for use in the schools of Montebello, California, are presented here as good suggestions for making the

transition from the elementary to the junior high school easier and less traumatic.

ARTICULATION PROGRAM

The transition from elementary to junior high school entails student induction into a completely new educational experience. Every effort is made to thoroughly acquaint pupils and parents with the junior high school program.

I. Recommended Procedures

A. School Visitations

1. Junior high school principal, vice-principal and student leaders visit each elementary school
2. Sixth grade pupils, their teachers and principals spend half day visiting junior high school
3. Visitations occur preferably during last six weeks of school
 - a. Dates arranged by principals concerned
4. Sixth grade playdays

B. Transfer of Data

1. Sixth grade teacher compiles set of standard information cards for her class
 - a. Forwarded to junior high school by end of ninth school month
2. Cumulative record folders sent to junior high school at end of year
3. Special report and supplemental information on problem cases
4. All records sent through office of the Assistant Superintendent

C. Teacher Discussions

1. Sixth or seventh grade teachers exchange and discuss articulation problems
2. Visit each other's classrooms
3. Include sixth grade teacher in seventh grade junior high guidance committee

D. Parent Activities

1. Recommended that junior high school principals and vice-principals speak to elementary P.T.A.
 - a. At spring meeting
 - b. Sixth grade parents especially invited
2. Junior high school P.T.A. feature seventh grade pupils
 - a. At spring meeting
 - b. Sixth grade parents special guests
3. Parent conferences

Testing programs Beginning with the child's entrance into the elementary school and continuing throughout his course, well-selected standardized tests and other instruments of measurement should be administered periodically. These should include tests of intelligence and learning readiness, achievement tests, and appropriate personality and interest inventories. Recorded teacher observations and the results of these tests serve as a basis for guiding the child's learning and adjustment.

Cumulative records A carefully and accurately prepared record should be kept of the background history, physical and health status, personality characteristics, and school progress of each child in the school. This record should be cumulative from grade to grade, and it should be passed on to the next school the child attends. Data on this record should be available to all who are responsible for the child's development and should be studied by them. The attitude taken toward the child should be guided by the information about him that is contained in the record.

Remedial guidance If a child is ready for school when he enters, if curriculum materials and teaching procedures are adjusted to his abilities, and if protracted illness does not interfere with his progress, the child should experience no difficulties in achieving learning success. This ideal situation may hold for most of the pupils, but not for all of them. For those children who have specific learning difficulties, appropriate remedial opportunities should be provided so that the children do not experience gaps in their learning or become discouraged by failure to comprehend and to achieve success in the next unit of work.

Out-of-class activities An increasing number of elementary schools are encouraging children to engage in at least some of the out-of-class activities that are common to high-school life. Simple forms of pupil-teacher school government, interest clubs, dramatics, preparation of a school or class newspaper, the keeping of individual logs, and participation in community-sponsored projects are some of the out-of-class, or partly in-class and partly out-of-class activities that help the elementary-school child develop a feeling of *belonging* in his school community.

Parental co-operation Close co-operation of the principal and the teacher with parents should be and has been achieved in many elementary schools. Parent-teacher associations are very active, and constructively so, on the elementary-school level. The home still remains the primary influence in the life of the child during these age years. Monthly parent-teacher meetings, informal visits to the school by parents, observation of their children's activities during the school day, and parent-teacher-child conferences are *musts* if there is to be all-round development of the child in the home and in the school.

An active guidance program In order to confirm our statement that guidance services are finding a respected place for themselves in the elementary school, we are concluding this chapter with a presentation of an active program on this level. This is the program in Wichita, Kansas:

At the time of writing there are some counselors who devote full time to guidance work in the elementary schools. The plans are to increase the force for next year. Each counselor serves six to eight schools. The remainder of the elementary

schools are served by counselors from the intermediate schools, on a part time basis. Each of the intermediate counselors work in several elementary schools.

Guidance from kindergarten through the elementary grades is of vital importance. Many of the people who later in life have emotional disturbances have problems rooted in childhood years. It is hoped that the elimination or alleviation of many of these problems will occur as a result of a program of guidance services available to pupils in the elementary schools.

COUNSELING ACTIVITIES

General

1. Confer with students, teacher, and parents on problems pertinent to the school life of the individual.
2. Counsel with children who are maladjusted emotionally and/or socially.
3. Arrange for follow-up interviews and referrals to community agencies.
4. Conduct liaison activities between the school and community resources.
5. Make recommendations to teachers, principals, and parents concerning the social and emotional problems of the children involved.
6. Organize reports and records of pertinent information concerning individual cases.
7. Aid teachers and principals in making case studies. Investigate, report, and interpret home influences and environmental factors in relation to the problem.
8. Interpret causes of behavior to teachers and administrative personnel.

Testing

1. Administer and interpret individual tests, such as the Binet, Wisc. Wechsler, Columbia Mental Maturity, etc., for diagnostic purposes.
2. Interpret test results to teachers, parents, and students.
3. Confer with teachers on problems relating to tests and test information.

It should be remembered that one test is not an infallible proof of a child's abilities or limitations. It is only one way of measuring a child's potentialities. The first step in dealing with a maladjusted child is not necessarily to have him tested, but rather to gather all the behavior and environmental data possible before a test is given. Then if a test seems advisable, it may be administered. The results of tests should be kept as confidential data at all times.

Educational Guidance

1. Confer with teachers, principals, and parents on matters related to readiness, retention, acceleration, or special room placement.

Mental Hygiene

1. Interpret mental hygiene concepts to teachers and parents as well as to students.
2. Analyze school conditions which may be producing tensions.
3. Talk to parents in group situations regarding the mental health of their children.
4. Participate in community activities in fields related to mental and emotional health.

Attendance Activities

1. Interview truants and analyze causes when requested by principal.
2. Make home calls to find causes and to contact parents.
3. Work with known and potential drop-outs with a view toward prevention.

Orientation Activities

1. Plan, organize, and supervise the orientation of new students at the seventh grade entry level. (Sixth grade)
2. Participate in orientation programs for parents at the kindergarten level.

Relation to Other Personnel

1. Work closely with the school health nurse in detecting problems related to physical causes or defects.
2. Maintain a close liaison with the administrative staff in interpreting school policy and in handling referrals.
3. Assist teachers in detecting of symptoms which lead to behavior difficulties.

Public Relations

1. Develop understanding between community and school through talks to community groups.
2. Participate in a program of parent education through study clubs and P.T.A. activities.

Clerical Duties

1. Score and record individual test data.
2. Write up case studies.
3. Make necessary reports to community agencies.
4. Register certain children with the Social Service Exchange.
5. Write up reports of findings and recommendations on individual students.
6. Submit reports to Central Office as requested.
7. Record pertinent data obtained through interviews to insure continuity during the counseling relationship.

QUESTIONS AND TOPICS FOR DISCUSSION

1. Discuss critically the assertion that organized guidance has no place in the elementary school.
2. Select a boy and a girl of your acquaintance who are of elementary-school age. Describe some of their attitudes and behavior patterns. Give specific instances of their display of the behavior traits described in this chapter.
3. How can the collecting tendency be used as a learning aid by the guidance-minded teacher?
4. What should be done about "gang" tendencies?
5. What were your vocational interests as a child? What caused them? What happened to them?
6. Formulate four statements of objectives that you believe to be fundamental to guidance on the elementary-school level

7. Evaluate the guidance services offered in the elementary school which you attended.
8. List at least ten guidance functions of the elementary-school teacher.
9. Compare the conventional elementary-school curriculum with new programs from the point of view of guidance possibilities.
10. Name four adjustment problems that may arise in the home and become the concern of the school. What can be done about each?
11. Why should standardized tests be administered periodically to all elementary-school children?
12. How often should intelligence be measured? Why?
13. Observe a child for twenty minutes. Write a record of your observations. What did you conclude about the child as a result of this observation? Observe the same child in another kind of situation after a month has elapsed. After you have recorded the second observation, compare the two. What differences in your conclusions do you find? How do you interpret the differences?
14. Show specifically in what ways a parent-teacher association can help the school.
15. Programatic Case Study:

You have received an assignment as a full-time counselor in an elementary school to take effect on February 1. During the current term you have attempted to acquaint yourself with the school policies, faculty attitudes, pupils' guidance needs, and other pertinent information that might help you make a good start. You visited the school, had conferences with the principal, and the school district coordinator, attended faculty meetings, and talked with some of the teachers and pupils. As a result of your study, you have gathered certain factual data and arrived at several tentative conclusions concerning the situation.

The elementary school is a kindergarten-6B school with a pupil population of about 1,500 boys and girls. It is located in a "fringe" area. A small minority of the pupils represent the second or third generation attending the school and come from educationally, socially and economically stable homes. Some pupils come from "good" homes; their parents are relatively new in the neighborhood. The parents of about one-third of the pupils are experiencing economic difficulties, have had few educational advantages but are ambitious for their children. An increasing percentage of the pupil population consists of children whose families recently have moved into a low-income municipal housing project. The parents of some of these children exhibit little interest in the latter's welfare. Various racial, national and religious groups are represented. There also is a wide ability range among the pupils, with an increasing trend toward the lower mental level.

Until the beginning of the current school year, it was an 8B school. At present, the faculty, including the principal, assistant-to-principal and librarian, consist of 41 women and 4 men. Eight of the 42 teachers are serving on a substitute license, ten are recent appointees, and nine range in age from 57 to 68. More than half of the pupils are in kindergarten through the second grade classes. There are only two sixth-grade classes. The principal, several of the upper grade teachers, and one of

the kindergarten teachers are graduates of the school. It is difficult for them to accept the loss of the 7th and 8th grades and the changing pupil population. The school building is old and inadequate for the expected increase in registration, as the private houses of the neighborhood gradually give way to housing projects. Plans have been completed for the erection of a new building on the still spacious school grounds. Miss L., the kindergarten teacher resents the demolition of the old building and has enlisted the co-operation of other former graduates in blocking present building plans. This move has caused dissension between these members of the Parent Teacher Association and other parents who are in favor of the new building. Parental attitudes are effecting the relationships among the children, especially in the upper grades. The situation is becoming serious. Some of the younger teachers are taking sides with the parents and children who desire a new building against their older and more traditionally-minded colleagues. The conflict extends to include differences in attitude toward scholastic, standards, teaching approaches, and pupil behavior.

Mrs. R., the principal is an able and fairminded woman. Although she regrets the many changes that have been taking place in the school, she knows that they were inevitable. She is guidance minded and had been active in helping establish an adequate program of counseling services for the seventh and eighth grade pupils, many of whom were potential college material. In the past, however, she recognized no need for pupil guidance in the lower grades except what can be given by an interested and understanding classroom teacher. Now she is facing administrative, supervisory and guidance problems that are difficult to resolve.

The principal had asked for your appointment to her school and is depending upon you to help meet her responsibilities in the following areas:

1. The strained relations among groups of faculty members, parents and older pupils.
2. The increasing differences in learning readiness among the children in the first and second grades.
3. The uncontrolled behavior of some pupils.
4. The physical and mental health difficulties of a growing number of the children.
5. The amount and kind of compromise to be made between traditional and more modern teaching approaches.
6. The attitudes and educational philosophy of Mr. K, a newly appointed assistant-to-principal, who appears to Mrs. R. to want to introduce new policies and procedures to further his own professional ambitions.

After reading the case problem carefully, summarize your responses according to the following:

- (1) Evaluation of the situation
 - A. Chief positive and negative factors.
 - B. Major issues of policy involved.
 - C. The main guidance needs that are apparent.
- (2) Suggestions for improvement
 - A. Significant contributions that can be made under existing conditions.
 - B. The most likely points of attack for the development of a guidance-pointed approach to the situation.

14 GUIDANCE IN THE JUNIOR HIGH SCHOOL

School organization on the secondary level is expanding gradually but definitely in the direction of more and more junior high schools, and junior-high-school enrollments are increasing. If a child enters nursery school at four and continues in school without a break, he will reach the junior-high-school level at about the age of twelve. Since many children do not enter nursery school or kindergarten or elementary school at the expected ages and many do not advance at the annual rate, the ages of the children entering junior high school show a wide range, beginning as low as nine and extending to sixteen or seventeen.

The present-day attitude against retardation of learners, however, is shortening the gap that exists between the youngest and the oldest in a class. In this process some problems have been solved but others have been created. Teaching definite subject content to a homogeneous group is not too difficult a task, but the skill and ingenuity of the teacher of young adolescents of different ages may be taxed severely if he is expected to help them achieve all-round development. To accomplish this goal, learning content can be organized around broad, common interests rather than be divided into subject categories, provided that instruction is so planned that learning gaps do not occur.

FUNCTIONS OF THE JUNIOR HIGH SCHOOL

Junior high schools were first organized in the early part of the twentieth century. They started in large cities and gradually spread to smaller areas. Many arguments have been advanced to justify their existence. The avowed purpose to be served by this form of school organization has varied somewhat with the specific needs of the communities in which the schools were established.

Purposes to be served Junior high schools were established to meet these significant objectives:

1. That an educational environment suitable for the preadolescent and early adolescent years might be provided
2. That economy of time in education might be made possible
3. That a gradual transition from the elementary school to the high school might be achieved
4. That pupils might be kept in school rather than allowed to drop out at the end of the eighth year of schooling
5. That social needs might be met in relation to individual differences in abilities and interests
6. That opportunities for vocational and educational guidance might be provided
7. That facilities for educational and vocational exploration might be set up
8. That these educational services might be made available to the child in a school near his home

Guidance needs of young adolescents Learners on this school level are perhaps in greater need of guidance than at any other period in their educational experience. At this stage in their physical and physiological development they find their urges and inner drives unleashed in a most disturbing manner. For reasons not at all understood by them, they have become individualists. They begin to be shy in the presence of members of the other sex and cannot understand why. They do not know what it is that makes them restless, but they seem to want to be continually on the move, to walk, to run, to fidget, to talk, and to giggle. They have one deep interest one minute, and another the next. By the time the teacher has attended to the apparently unco-operative behavior of one young person, another has found something just as disturbing to do. The teacher appeals to reason, usually with unsatisfactory results. The teacher makes threats of all the consequences that may result. Finally, the teacher may lose patience revealing a lack of emotional control, and the situation becomes worse.

The boys and girls and their class teacher live together for a term or for an entire year. They should be able to work out an acceptable arrangement whereby the teacher is enabled to teach and the pupils to learn as comfortably as possible under the rules and regulations imposed on them. The need for guided behavior is great. The wise teacher exerts the kind of leadership that will cause these active, restless, haughty, creative individuals to be molded into a workable team for their own good as well as for the benefit of the entire group. The teacher should become the leader and the children should be ardent supporters of the leader, co-operating completely, even though they maintain the right to respond to changing situations in their own ways whenever the occasion arises.

Attitudes of junior-high-school pupils The boys and girls who constitute the junior-high-school group are full of life and sometimes difficult to control. They are clamoring for expression and must be helped to find ways of giving expression to their ideas, their interests, and their emotions. They are developing inner urges which keep them on the move mentally and physically. For most young adolescents, the sex drive as such has not yet matured fully but is ripening. They are developing new attitudes in their relations with members of the opposite sex. If the boy's hair is "slicked down" and the girl's hair style is changed daily, you have evidence that they are becoming aware of the impression they make.

Dress becomes all-important to the girl, and she tends to pair off with a close girl friend. The boy is not likely to exhibit the characteristics of sex-stimulated behavior until senior high school, when he will be biologically and physiologically as old as girls are in junior high. For this reason, he cannot understand why the girls are now so shy and form cliques when he wants to play with them as he did in elementary school.

All teachers in a junior high school need to understand the displayed attitudes of these preadolescent and young adolescent pupils. During recitation periods, opportunities are afforded for the exercise of youthful vigor and enthusiasm. The skillful teacher can stimulate his pupils to work together, under his direction, on problems common to all of them. The home-room teacher must guide the development of greater control of behavior during self-directed periods.

Guidance toward self-discipline Many opportunities can be provided for the pupil to give acceptable expression to behavior without the need of help from others. In the school, the teacher who meets problem behavior daily and the counselor share the responsibility of guiding these young people toward the development of self-discipline. It should be emphasized, however, that the counselor is not the person to administer punitive measures. His role should be that of providing positive therapeutic measures.

This does not mean that, at this school level, behavior correction may not need to include some form of punishment. The teacher usually is involved in all such problems that arise. If there are behavior problems which cannot be solved in the classroom, there should be someone in the school, *other than the counselor*, to whom the incorrigible pupil can be sent for disciplinary action.

The teacher's attitude toward an offense and an offender should reflect a high degree of emotional control and intelligent understanding of the total situation. The administration of needed disciplinary action by a teacher or other school official should be objective and reasonable. If punishment is warranted, it should be definite, understood by the offender, and related to the offense. Care must be exercised that an entire class is not penalized for the misdemeanors of one or a few individuals, and that there is a minimum of

interference with teaching-learning activities. Moreover, unless the corrective measure employed is effective in motivating an offender toward exercising greater control of his behavior it had better not be used.

GUIDANCE PERSONNEL IN THE JUNIOR HIGH SCHOOL

In many cities, the pupil population in junior high schools is sufficiently large and cosmopolitan to require the provision of a relatively extensive program of guidance services. If the program is to be effective, there must be the sympathetic and understanding co-operation of everyone—the principal and his assistants, teacher-counselors, home-room and subject teachers, school nurse and physician, psychologist and psychiatrist, head counselor or chairman of guidance, school or public librarians, parents, and workers in community agencies.

The principal and the teacher-counselor are the hub of the wheel around which the guidance function of the school moves, but the subject teacher and the home-room prefect are the ever-present influences through which lasting impressions are made. Teachers should become thoroughly acquainted with their pupils, know their interests and needs, make referrals of badly maladjusted pupils, keep cumulative records up to date, confer with parents when necessary, and adjust their teaching to the level of the individual learners in the class.

The school nurse, the psychologist, the physician, and the psychiatrist serve as specialists. The head counselor or chairman of guidance is the trained person who (1) directs the guidance activities of the school, (2) is free to be consulted by the teachers, and (3) confers with pupils having difficult adjustment problems. The principal and the head counselor should be acquainted with the agencies available in the community and know the time and conditions under which referrals can be made to them. The school or public librarian is an important cog in this educational wheel. She should be brought into the discussions of difficult cases which involve the use of the library. The parents should be known by all members of the guidance personnel, and the family background of the pupil should be understood by all who deal with his problem.

GUIDANCE AS ORIENTATION

Entering a new school is a harrowing experience for many children. They do many strange things just to be with the friends they have made or to remain in a situation which includes their friends. The pupils in a junior high

school usually come from more than one elementary school, and the entrants are faced with new and strange surroundings.

Going to school should be a joyful experience. As each child reaches a set goal—for example, graduation from the elementary school—he feels a sense of accomplishment. Upon entrance into the next school level, however, he is reminded by many elements in his surroundings and by the children already enrolled there that he is quite a novice. He feels strange, acts awkwardly, and wonders why he has to attend a new school (which may be farther away from his home than was the elementary school). This change is taken in his stride if the young person is not left to founder.

Orientation programs Each school has or should have a well-planned program of ways to welcome the newcomer and to help him develop an attitude of interest in the school. The principal meets and greets the entrants; the guidance chairman organizes them into small groups and places them in charge of senior (9th year) pupils. Soon the new students learn the customs of the school and begin to enjoy the life which a few short weeks before they feared and perhaps resisted.

Some schools find that the big-sister and big-brother approach is helpful for personal and individual adjustment. The pupil who has become a senior is proud to be of assistance to others; he appreciates the fact that the newcomer needs his advice and guidance. Carrying out this kind of program is not easy; its success will depend on the ingenuity of the guidance personnel in charge.

In order for the big-brother and big-sister approach to be effective, everyone concerned—teachers, pupils, and principal—must believe in it and cooperate in carrying it out. There must be follow-up procedures. These call for meetings of the teachers with the senior group for reporting and evaluating the help that has been given.

A most desirable feature of orientation of new entrants to the junior high school is to have children visit the school during their last year in elementary school. This helps them become acquainted with the physical surroundings, the teachers, and some of the children in the new school. When they return later as enrolled pupils, they will be eager to continue their education in that particular school. The induction into a new environment can be a pleasant experience or it can be a most frightening one. If a child has difficulty in making adjustments in the new school, the fault usually lies not entirely in himself but in what is or is not done for him.

Orientation of new pupils is a phase of guidance services that is stressed by most of our junior high schools. Several programs of orientation are presented here. For example, the Director of Guidance, Emporia, Kansas, reports the following about the orientation of new pupils to the seventh grade:

One element of guidance on the junior high level involves enrollment. In the spring each sixth grade class in the city schools spends a day visiting the junior

high school. The principal or one of the counselors explains what junior high is like and answers any questions. Then each sixth grader meets the seventh grader who will serve as his host throughout the day. By the end of the day the sixth grader has visited classes, met a number of teachers, eaten in the cafeteria, and toured the building, thus having some idea of the routine of a regular day in seventh grade.

In Hagerstown, Maryland, the junior high schools conduct comprehensive orientation programs for entering pupils. The aims and procedures are presented here:

A. Aims

1. To assist pupils in becoming acquainted with and adjusted to the environment of the new school.

B. Procedures

1. Sixth graders invited to a visiting day in the spring—May
 - A. Hold organizational assembly
 1. Meet school principal, teachers, and counselor.
 2. Receive
 - a. Floor plan of building.
 - b. List of teachers and subjects.
 - c. Schedule card for next year.
 - d. Sheet with other pertinent information.
 - B. Tour of building and visitation of classes with former sixth graders.
 - C. Former sixth graders entertain with informal program or ball game.
 - D. Lunch in cafeteria.
2. Open House in April for parents of sixth graders at Junior High School to learn of curriculum, activities and guidance.
3. P.T.A. hold tea for parents of sixth graders in May.
4. Counselor sends information periodically to the elementary school regarding the scholastic progress, social and personal adjustment, outstanding achievements, and serious difficulties of its former pupils.
5. The Junior High Schools should provide elementary teachers with details about their program.
6. Invite parents of new pupils to visit school.
7. Administer Mooney Problem Check List in May at the beginning of the Orientation for Junior High Unit. Use data to help sixth graders adjust to the new environment in which they will find themselves in September.

2. To acquaint the new pupil with school policies, traditions, procedures, rules of conduct, organization of the student body, extra-curricular activities.
 1. Give a junior high handbook to the new seventh grade pupil in the fall.
 2. Teach these items on orientation unit in English or core class the first three weeks of school.
 3. Have first issue of school paper devoted to orientation and ready for distribution on the first day of school.
3. To increase the pupil's knowledge of how to learn, to study, to read more effectively.
 1. Teach this in orientation unit.
4. To give a feeling of at-homeness.
 1. Counselor appoints a "big-brother" or "big sister" to each new pupil.
 2. Counselor arranges a party by the eighth and ninth graders in honor of seventh graders at end of first week of school.
 3. Counselor works closely with home-room and class-room teachers in helping individual pupils.
 4. Counselors and others arrange sections so that
 - a. Each student is placed with at least two persons with whom he is acquainted.
 - b. Sections are balanced to male and female.
 - c. Composition of sections are balanced by equal portions of students from each sending school
5. To provide opportunity for growth and leadership.
 1. Staff encourages participation in all E.C.A. according to abilities.
 2. Entire staff reveals new areas of experiences which may lead to a vocational choice—through visual aids, subjects, tests, field trips or other methods.

Planning for continued guidance Guidance services for the junior-high-school pupil do not stop after he has been oriented to his new school. He continues to need help in planning his program of studies, in caring for his health, in developing interest and skill in meeting social situations, and in engaging in athletic activities. Guidance-minded teachers and specially selected and trained teacher-counselors are needed who can help the young person adjust to his present school experiences and his plans for further education.

In the Lincoln Junior High School, Meridan, Connecticut, the guidance program not only attempts to meet young people's needs as students in the school but also stresses orientation to the school, as well as articulation between grades and among subject areas. Here is the program:

Pre-Junior High School

Elementary school teachers meet with the Guidance Counselor of the junior high school to discuss the 6th grade students.

Sixth grade students are oriented regarding the new school they will attend in the fall. School handbooks are distributed.

7th Grade

1. Students are classified into slow, average, and fast groupings based on Reading score, IQ, and other information received from previous records and from the discussion with the sixth grade teachers.
2. A personal data sheet is given to each student to complete and return to the Guidance Counselor. A short interview is held with each student so the student and guidance counselor can meet and become acquainted with each other.
3. Group and individual tests are administered to students who do not have a recent IQ or scores on achievement tests. All new students to the system are tested. This is in addition to the regular junior high school testing program.
4. Exceptional cases of "problem" students are interviewed again by the Guidance Counselor. Parents are often called in for a conference. Referral to the city's Child Guidance Clinic is made if the need is indicated and the parents approve.
5. Scholastic reports are mailed to parents of students who are doing especially poor work or are in the danger of failing. These reports are mailed throughout each of the marking periods.
6. Many students are referred to the Guidance Office for other problems such as tardiness, excessive absences, failure to work up to potential as indicated by test results or teacher opinion, make-up work, development of proper habits and attitudes, etc.
7. Parent-Counselor-Teacher conferences are held to discuss problems and to arrive at a working agreement which will be of advantage to the student.
8. At the end of the school year the subject teachers are asked to evaluate their students in regard to growth, attitude, interest, ability, etc. This information is used in the classification of students for the next school year.

8th Grade

As 8th grade students, the Guidance Office is quite familiar with the students having worked with them for a year.

1. Procedures listed in the 7th grade guidance program items 3, 4, 5, 6, 7 are followed.
2. Orientation talks by the Guidance Counselor in regard to the student's "future." Discussions on jobs, occupations, colleges, courses in high school, etc. These discussions continue over several periods either in the English classes or the Social Studies classes.
3. Students who are interested in the college course are given the Algebra Aptitude Test. The results are discussed with the students. Some students who receive a poor grade on the test are steered away from the college course. This discouragement is based on the student, the test score, the student's past mathematics record and the teacher's comments. Parents are usually notified of this recommendation and the reasons therefor.

4. Students interested in attending trade school are asked to file an application and are then given a mechanical test. The trade school students are orientated by the Guidance Counselor of the Wilcox Technical school. The acceptance of the students at the trade school is based on test results and the general ability of the student in academic work.

9th Grade

1. Same procedure as items 3-8 in the 7th grade guidance program.
2. Students who wish to change their course of study may do so at the end of the first marking period.
3. The next three years of their high school program is planned. Students who need help in programming or parents who might need help in understanding requirements arrange conferences with the Guidance Counselor.
4. Trade school applicants follow the same procedure as the 8th grade trade school applicants.
5. An Algebra Achievement Test is given to the Algebra students near the close of the school year to compare their aptitude score in the 8th grade with their achievement in the 9th grade.
6. Personality ratings of the students are prepared by the various subject teachers.
7. All data of importance to the student is placed in the student envelope to be forwarded to the high school.

COUNSELING APPROACHES

During these critical years an adolescent comes to ask questions about himself, his experiences, and his relationships with others. Unaided, he often finds himself unable to find satisfactory answers; he needs the help of a friendly adult. This person may be a parent or a teacher. The one who best can assist him, however, probably is a school counselor, with whom he has established good rapport.

The junior-high-school counselor The role of the counselor is well interpreted in the following excerpt from a report of the guidance services provided by the schools of Great Neck, New York.

At the junior high school level, a counselor is assigned to each entering grade. A counselor progresses with his group during its three years in the school, after which he starts with a new group, meeting the new pupils for the first time in an orientation program at the sixth grade level. Although the junior high school counselors are continually concerned with the students' educational progress, their primary objective is the social and emotional adjustment of the students. Counselors work closely and continuously through teachers to accomplish adjustments. Case conferences are held with individual teachers, visits to classes are made and there is group work with students. In the seventh grade, the combined English and social studies program provides an excellent opportunity for the teacher and the counselor

to work together toward a better adjustment of the student at an important period in his development. Counselors meet repeatedly those individuals who need more help than can be obtained in the classroom.

Duties of junior-high-school counselors Outlined in the foregoing are many responsibilities and duties of counselors as they function in one school system. As guidance becomes more highly organized, the specific duties of counselors are formulated to serve as guides to them and to the other school personnel with whom they are associated. The guidance counselors at Lansing, Michigan, for example, are furnished with a list of specific duties which apply at each grade level. These duties are listed here:

DUTIES OF COUNSELORS—Junior High School

7th Grade

1. Plan and act as chairman of the Orientation Program for 6A's.
2. Review of proficiency sheets and election blanks for information on the new students. Take action accordingly.
3. Check 7th grade guidance folders for completeness and accuracy of information. Use *guidance check list*.
4. Act on all counseling referrals in cooperation with the referring teacher, homeroom teacher or administration.
5. Interview possible summer school candidates as indicated by the credit count on the C.A. 9's.
6. Prepare a demotion list of the grade at the end of the first year.
7. Adjust pupils schedules when deemed advisable after a conference with all teachers concerned and the director of guidance.
8. Interpretation of tests to homeroom and classroom teachers.
9. Interview new students entering during the school year.
10. Reclassify students who have failed, at the end of the year.
11. Register and schedule new students entering in September.

8th Grade

1. Check the 8A guidance folders for completeness and accuracy of information.
2. Act on all counseling referrals in cooperation with the referring teacher or homeroom teacher.
3. Interview possible summer school candidates as indicated by the credit count of the C.A. 9's.
4. Assist the homeroom teachers in guiding students in the election of Algebra and Latin.
5. Prepare a demotion list of the grade at the end of the second year.
6. Adjust pupil schedules when deemed advisable after a conference with all teachers concerned and the director of guidance.
7. Interpretation of tests to homeroom and classroom teachers.
8. Interview new students entering during the school year.
9. Reclassify students who have failed, at the end of the second year.
10. Register and schedule new students entering in September.

9th Grade

1. Act on all counseling referrals in cooperation with the referring teacher and homeroom teacher.
2. Interview possible summer school candidates as indicated by the credit count on the C.A. 9's.
3. Check the 9A Guidance Folders for completeness and accuracy of information.
4. Prepare and give to students a credit count (Form provided)
5. Send possible failure letters to parents at the end of the second marking period where promotion is questionable.
6. Interview parents responding to Failure letters.
7. Counsel students individually or in groups where failure is probable.
8. Serve as a member of the Promotion Committee.
9. Prepare a demotion list of the grade at the end of the second semester.
10. Adjust pupil's schedules when deemed advisable after a conference with all teachers concerned and the director of guidance.
11. Interpretation of tests to homeroom and classroom teachers.
12. Interview new students entering during the school year.
13. Reclassify students who have failed, at the end of the year.
14. Register and schedule new students entering in September.

Individual counseling Every junior-high-school pupil should have a long-range educational and a more or less general vocational plan in order to make the most of his school and later life. His planning should be suited to his abilities and interests as well as realistic with respect to educational and vocational opportunities. During a series of counseling sessions, the counselor can help the pupil gain insight into his problems or possible conflicts, and discover ways of resolving them.

Some junior-high-school pupils, as a result of good home and school guidance during their childhood, are fortunate in experiencing only few or relatively simple personal difficulties. These can be resolved by the young people themselves or with the assistance of an understanding parent or teacher. All junior-high-school pupils need some help in planning their high-school program of studies. An individual counseling session to serve this purpose is a requirement for all ninth graders in the junior high schools of Lorain, Ohio. The counseling procedures utilized are as follows:

The Interview

As soon as practicable the face-to-face counseling will begin. It is imperative that every student be afforded the opportunity of at least a fifteen minute *individual* interview in which his final choice of high school subjects is made. Individual interviews are to be conducted by the counselor, with the help of interested staff members, if more help is needed. The principal will be available at most times for assistance with the more "difficult" cases. . . .

Specific Information Sought during the 10-B Subject Selection Interview

1. A check of basic information in the accumulative record—address, phone, brothers, sisters, etc.
2. A casual survey of the material contained in the folder—profiles, standardized tests, grades, etc.
3. First look at the projected schedule of high school subjects to check requirements, doubling, sequence, prerequisites. Caution should be taken at this time not to create the impression of directing the student towards any particular goal.
4. Discussion of any conflicts.
5. Make out 10-B registration card.
6. Have student prepare a clean new copy of their projected schedule for the accumulative folder.
7. Fill out take-home parent approval card of 10-B subjects for parent to sign.

Group-counseling The group process in counseling, often referred to as group guidance or guidance in group situations (See Chapter 9), appears to be utilized more commonly in the junior high school than on other educational levels. Whether group discussion meetings are led by counselors, teachers, or other appropriate persons, the following aims or purposes of such meetings have value for junior-high-school pupils:

1. To help them recognize and understand some of the personal adjustment problems common to the growing-up process
2. To orient them to the assumption of increasing responsibility for their own welfare and that of others
3. To encourage and activate their interest in further education
4. To survey with them the many ways in which people can earn a living, stressing the dignity of labor
5. To guide their study of various occupational fields, thereby enabling them to select a vocation according to their abilities and interests
6. To acquaint them with some of the occupational problems they may experience later
7. To stimulate their desire to develop those qualities of personality that are basic to constructive living
8. To stress the need for co-operative thinking among parents, teachers, counselors, and the pupils about their present and future life plans
9. To include an attitude of willingness to seek any needed individual counseling

Most junior high schools are organized on a departmental basis. The pupils learn to move from room to room, sometimes on an irregular daily schedule. This brings them into contact with many different teachers; they may come to feel that no one member of the staff is responsible for them or interested

in them as individuals. To offset the difficulties encountered by young people in their first experience with departmentalized learning, counseling in group situations is provided.

Guidance classes In many schools on this level, every pupil is scheduled for at least one period a week of "group guidance." The full-time counselor or more commonly, a teacher-counselor (grade counselor) leads the discussion of a scheduled class-size group. Usually, the topics considered follow an organized plan. The selection of the topics represents the thinking of the counselor, of an administrator, or of the guidance council. Sometimes the planning of a series of appropriate topics is a co-operative project, including the pupils concerned.

The counselor or teacher-counselor learns to know and understand the members of his group. He discovers that some guidance needs are common to all or most of the group. These then can become the subject of general discussion, without embarrassing any individual member. The questions asked by and the displayed attitudes of some can alert the counselor to their need for individual counseling. It is not uncommon for a pupil, on his own initiative, to request an interview with his counselor for further personal help in an area of adjustment that was discussed in the group situation. Although young people at this age level may appear to display a strong desire to be independent of adult control, fundamentally they are extremely sensitive to the sincere attitudes of helpfulness on the part of adults.

Guidance in the home room As a substitute for or in addition to regularly scheduled guidance classes, most schools provide for long home-room guidance periods. The teacher selected to be the leader of a home room should be chosen in light of the kind of class he is to advise and the students' interests and talents, as well as his own special qualifications.

The teacher should gain as much knowledge about the pupils as possible. He should know their names, their intelligence quotients, their reading grades, their degree of success in school, their backgrounds, their parents, their interests and troubles, their hobbies, their mode of dress and behavior, their habits of speech, their vocational ambitions, their recreational activities and interests, their food likes and dislikes, their sleeping habits, their facilities for study (including any home conditions that interfere), their vacation plans and activities, and the work habits of their parents, brothers, sisters, and other relatives. In short, the home-room teacher should know everything that rightfully concerns him about the pupils he is attempting to guide.

During home-room periods, the entire program of the school can be studied. Clubs, sports, the school paper or yearbook, and the various other types of out-of-class activities that are carried on in the school can be made known to the pupils. They also can learn the names of the club officers and of the student officers of the student council.

If the teacher tries to give the pupils the benefit of his experience in certain areas and avoids becoming dogmatic, he will enable them to catch the spirit of inquiry and to proceed slowly to make decisions for themselves. Gradually they will become independent thinkers not only in matters that deal with the school situation but also in any personal problems which confront them. Actually, home-room guidance is as effective as the training and interests of the teacher make it. The mere presence of a teacher in a home room does not insure the success of the program. Teachers who are interested in their pupils and who are especially trained to offer co-operative help will prove their worth when confronted with the various kinds of problems that arise among active, energetic, young adolescents.

Trends in group procedures in junior high schools The value to young people of opportunities to discuss, in group situations, themselves, their interests, ambitions, and problems appears to have been recognized first by school people on the junior-high-school level. In too many schools, however, such discussions are extremely informal. Often they reflect little if any leadership planning; a question asked by a pupil, a newspaper item, a recent occurrence in the school becomes the subject of the day's discussion. There is some worth in "hitting while the iron is hot," but there also can be much duplication of topics, superficiality of treatment, or argumentation rather than discussion.

The present trend is toward more structured discussions. It is desirable to begin with a plan, including the material to be utilized. The process itself, however, is determined to a great extent by the specific background interests and personal reactions of the participants.

Many examples of relatively structured programs could be cited. We present here a brief outline of the guidance courses offered to 7th- and 8th-grade pupils, respectively, in the Wood County Junior High Schools, West Virginia. Materials utilized include the National Forum books, *About Growing Up* (7th Grade) and *Teen-Agers* (8th Grade); and other supplementary reading in addition to appropriate films and film strips. The general areas of discussion are:

Grade VII

- Unit I. Orientation Adjustment and Personality
- Unit II. Leisure Outside Activities
- Unit III. The Art of Learning
- Unit IV. Growth, Health and Grooming
- Unit V. Courtesy and Manners
- Unit VI. Group Behavior and Acceptance
- Unit VII. Emotional Growth and Maturity
- Unit VIII. Tolerance and Democratic Living
- Unit IX. Accepting Responsibility and Future Planning

Grade VIII

Unit I. Orientation, Adjustment and Personality

Unit II. The Art of Learning

Unit III. Personality, Growth, Health and Grooming

Unit IV. Etiquette, Courtesy, General Behavior and Behavior Patterns

Unit V. Dating

Unit VI. Emotional Growth and Maturity

Unit VII. Accepting Responsibility and Obtaining Work

Unit VIII. Self-appraisal Study

Unit IX. Planning Education and Future

Unit X. Tolerance—Democratic Living

It can be noted that some of the units follow a similar pattern for each grade. The subtopics differ, however, in light of developing maturity.

GUIDANCE AS ADJUSTMENT

Numerous procedures have been followed in working with groups of children during their three years in the junior high school. If the pupils are shy or seem to be afraid, they need reassuring help in developing a feeling of loyalty to the school. A program of action rather than of talking about what the school stands for or what it can do for children awakens the learner's interest and causes him to think, "I'm glad that I'm lucky enough to be in that particular school."

The value of the cumulative record Not only the home-room teachers need to learn about their charges but also the teachers of recitation classes must know as much about their learners as they can. The cumulative records are of interest to them. Through this record sheet, the teacher gains some idea of the abilities, interests, handicaps, and learning progress of the pupil. In his classroom activities, the pupil then becomes an individual with a name and a personality. Although the data on the pupil's personality obtained from the cumulative record represent the thinking and reporting of other teachers, they constitute a profile which is helpful to a wide-awake, progressive teacher who is meeting the pupil for the first time.

Learning about school procedures Pupils can be helped to become acquainted with the routines of the school through the use of mimeographed material and handbooks. These teach them the rules of the school which pertain to such matters as practices in the lunch room, location of classrooms and other rooms, absence regulations, library procedures, club activities, curriculum offerings, and other matters of interest to them.

Adjustment procedures Pupils, as well as their teacher, want to know the names of the other members of the class or home room. When a class meets for the first time, the teacher should introduce each pupil to the others. This not only aids the teacher but also promotes good feeling among the entire group at the start. Introductions can be followed by having each pupil bring a snapshot of himself to be displayed on the bulletin board so that everyone will know just who he is. Interest in the school will result immediately, and pupils and teacher will profit.

If all members of the class cannot work at mounting the pictures and labeling them, a committee can be selected for that purpose. Immediately the pupils will appreciate the value of selecting committees for certain kinds of activities. The bulletin-board committee can be changed from week to week, and other items of current interest can be posted. It might be a good plan to let the pupils become acquainted with all the teachers by exhibiting in a central place in the school a picture and a brief history of each member of the faculty.

If the school building is large, new pupils especially profit from imaginary trips to various points in the building taken during the home-room period. In some schools, mimeographed floor plans are included in the pupils' handbook. The school also should so organize the entire orientation program that each new learner is taken to all parts of the building. Too often we take it for granted that the children will learn to know the various rooms and services in a large school unaided. Even on the college level, some instructors and students never seem to be able to locate many of the activity centers, nor are they acquainted with some of the important services provided in the institution. Every pupil should be able to locate the nurse's office, the band rooms, the art or music studios, the student-activity offices, and similar special rooms.

The junior-high-school teacher should not become impatient when called upon again and again to answer questions he already has answered several times. The meaning may not have been fully comprehended by a young person, or the child may have interpreted the answer in light of his previous school experiences and been unable to make the application to the new setting when he attempted to carry out the rules as he understood them. If there is a school creed, it might be presented to each home-room group by those who have been helping to carry it out. All should learn to live by it.

Departmentalization of school study gives rise to many special problems of adjustment. Recitation teachers as well as the home-room teacher can discuss with the pupils some of the best ways to adjust to these experiences and can help them develop desirable study habits, and learn how to use the library. If taken care of early, these matters prove of great value to junior-high-school learners.

Self-appraisal and exploration The preadolescent or the young adolescent is curious. He wants to discover why things are as they are. He is eager to

satisfy his curiosity by taking things apart, by exploring ideas in books and other printed form, and by taking trips. He has many and varied interests, and he can be guided toward the fulfillment of whatever educational or vocational interests seem dominant.

During these years especially, he needs to experience the feeling of progress and success. The learner needs to be kept fired with the belief that he can do something well and with a willingness to attempt a project even if it cannot be completed in a day. At this age, each young person is critical of the others. The ingenuity of the teacher is challenged many times to help his pupils gain the sense of security that makes each want to apply himself sufficiently to achieve the goals set either by the teacher or by himself.

In many junior high schools, special short-term courses (usually six weeks in duration) are offered in such areas as shop work and home economics. Through participation in these exploratory courses, pupils whose interest and demonstrated ability are nonacademic have an opportunity to discover whether they possess any special aptitudes.

ARTICULATION WITH THE SENIOR HIGH SCHOOL

The pupils in a city junior high school should be informed about the educational offerings of the various senior high schools to which they are eligible for admission. It is equally important that in smaller communities in which there is only one high school, young people know ahead of time what the offerings and activities of that school are. They should have a chance to visit the high school they will attend and to become acquainted with the building, the teachers, and some of the pupils. In moving from a junior high school to a senior high school, most pupils are confronted with problems associated with entering new social groups, meeting teachers who may be more interested in their subjects than in their pupils, engaging in the study of subjects somewhat different from those studied before, adjusting to a new and different type of school organization, facing new methods of teaching, battling with dominant inner urges, wrestling with vocational interests and selection, being permitted a greater amount of personal freedom of behavior, and participating in numerous school projects, such as clubs, student government, and other out-of-class activities. The plan of articulation activities in Emporia, Kansas includes:

The high school principal meets with the junior high teachers to discuss requirements, electives, college preparatory recommendations, etc. Perhaps that same evening he meets with the parents of the ninth graders in an advisory capacity. Then the ninth grade social studies teachers, with the assistance of other teachers, help the students plan their educational program for the next three years. Finally, the enrollment cards are approved and signed by the parents.

Following this visitation day, the junior high principal visits with the sixth graders in their own building preceding their enrollment for junior high. He answers any further questions and counsels with the students about their programs.

Also, the principal meets with the parents of the present seventh and eighth graders preceding enrollment for eighth and ninth grades.

In small communities in which the junior and senior high schools are housed in the same building, as a six-year school, advancement to the senior high school is accompanied by few of the problems inherent in adjustment to a new school situation. However, those junior-high-school pupils who pass from one form of organization to another should know what goes on in the next level of school experience. A great deal of talking has been done about this problem, yet little action has resulted. The future bodes well for a more functional and more worthwhile aspect of this articulation.

ACTIVE GUIDANCE PROGRAMS

The aims and functions of guidance in the junior high school are being carried out in a variety of ways in many sections of the United States. Learning activities in any junior high school should be geared, of course, to the learning abilities and interests of the pupils as well as to the further educational opportunities provided in the specific community. The guidance program for Sharon, Pennsylvania, represents excellent practices:

Sharon Junior High School—Sharon, Pennsylvania

The guidance program at the Junior High School is concerned with the following:

1. A testing program for vocational and social guidance and academic placement purposes.
2. Counseling and interviewing individual students.
3. Group techniques in orientation, scheduling, and vocational planning.
4. Resource specialists such as counselors, school psychologist, hearing and reading consultant.
5. Parental conferences on academic achievement and vocational preparation.
6. Record keeping of pertinent personal data.

Students are counseled according to need as indicated by pupil request, parental request, teacher or administrative referral, community agency referral, court probation, academic success or failure, academic scheduling needs, and vocational interest.

Group techniques are used to orientate each sixth grade homeroom in the spring of the school term preceding their entry into junior high school. A weekly homeroom guidance day is divided between sessions by the homeroom teacher on school orientation, academic success, social problems and vocational choice and a broad student club activities program. Group activities are a part of most academic scheduling procedures. Community resource personnel are also utilized in vocational information and academic scheduling procedures.

School personnel available for the study of special problems of the student are a school psychologist, a school nurse, a reading consultant, two speech therapists, a boys' counselor, and a girls' counselor. All are engaged in their specialty on a full-time basis.

Parental conferences are held upon request or evidence of need.

Student records consist of a yearly study and compilation of all test results to determine school curriculum strengths and weaknesses and pupil needs. A cumulative folder and a permanent record card are maintained for each student.

The folder and card are started when the child enters kindergarten and moves along with him until he moves from the district, quits school, or graduates. They are the depository for all the information that is accumulated during his school career—test scores, health records, autobiographies, results of interviews, vocational interests, personality ratings, family data, everything we can gather that would seem to add to our total knowledge. These records are micro-filmed and maintained indefinitely.

Since all school systems are not organized on the 6-3-3 basis, we shall present an excellent program of guidance for pupils during their eighth grade in a school system organized on the 8-4 basis. Although Canton, Ohio, has a population of more than 120,000 citizens, junior high schools have not been organized, with the result that the pupils go directly from the eighth grade to a four-year high school. The basic principles and procedures in their pre-high school guidance are given here:

Pre-High School Guidance For Eighth Grade Pupils¹

Canton, Ohio

PRINCIPLES OF PRE-HIGH SCHOOL GUIDANCE

The major problem of the pre-high school guidance program is to help eighth graders make the wisest possible choice of the high school that they are to attend and the subjects they take in the high school of their choice. The basis on which they make their selections must be a sound one, for the results of these choices may affect their entire future. For this reason, the pre-high school period is recognized as one of the most critical times in a pupil's public school life. The guidance afforded the pupil at this time must be of the best possible type to help assure the wisdom of his selections.

The Key Principle—Self Analysis

One of the most important ideas of the pre-high school guidance program is that it should be based on the principle of pupil self analysis. No pupil can be expected to make a wise choice of high school courses without a thorough understanding of himself. No matter how well he understands the offerings of the high school, he cannot select the offerings which are best for him until he has a good insight into his own nature, ability, interests and personality. Of primary importance then, are those activities in pre-high school guidance which help pupils to analyze themselves and to understand themselves to the highest possible extent.

¹ Prepared by Robert Walker and Lloyd M. Swan.

Vocational Choice and High School Subjects

Another principle on which eighth grade guidance is developed is that of the dubious value of a pupil's basing his selections of high school subjects on a *specific* vocational choice. The vocational choices of eighth grade students are notably unstable. Most eighth graders have had no personal contact with the vocational world and few have learned much about it indirectly. Research has shown that most pupils change their minds about their vocational choice from three to five times as they go through high school and that even the adult worker, on the average, holds three different jobs before settling down to his lifetime work. In view of these facts, it is indeed foolish to ask the eighth grader to make a *highly specific* vocational choice and then to plan his high school work to prepare him for that vocation and that one alone.

Probably eighth graders can be thinking in terms of *broad* vocational areas as they do their high school planning. For instance, they may be deciding whether they want to go into work involving use of the hands or use of the mind, whether they want to work with people or by themselves, whether they prefer outside or inside work, activity or inactivity, *etcetera*. They may then think to some extent in terms of courses related to some broad vocational fields which parallel their interests. Except in the case of very mature pupils, however, choice of a single vocation at this time should be avoided as the basis for high school course selection.

Possibly the only vocational choice that need be made at this time is that related to the pupil's decision as to whether or not to apply for entrance into Timken [vocational school]. Even in this case, a selection of *specific* vocation need not be made now but may wait until the vocational exploratory activities of the first year at Timken are completed. Timken can well be selected if the evidence of interests, aptitudes, and abilities suggests that the trades in general as taught at Timken are the most logical selection for the pupil.

Let Interests, Aptitudes, and Abilities Point the Way

Although vocational interests are known to vary considerably as pupils mature, there are other characteristics which are more stable and on which a selection of courses may be based with greater consistency. It is known that the broad basic interests of children tend to remain rather constant as do the levels of their ability and of the specific aptitudes they may possess. High school course choices that are made on the intelligent analysis of these factors are very likely to be as good as any possibly can be for the pupil. The major emphasis of the pre-high school guidance program should be in terms of helping pupils analyze and understand their own Aptitudes, Abilities, and Interests and to relate what they have found out about these characteristics to high school offerings.

If courses are selected which will develop the aptitudes and abilities of the pupil and appeal to his interests, they will at the same time be preparing him for success vocationally. When he, at a later date, selects his specific vocation, it too should be consistent with his aptitudes, abilities, and interests. These will be the same ones that he has been using all along as a basis for his educational planning. His educational program will then logically have been preparing him for his vocational life. The key to such an approach to educational and vocational planning is, of course, continued good guidance through the upper five grades.

Where Teachers May Turn for Help

Teachers are wholeheartedly urged to turn to the counsellor assigned to their building or the Pupil Personnel Office for any assistance as needed. A telephone call to this office will bring immediate personal attention of whatever individual can be of most help.

GUIDING THE PUPIL IN SELF ANALYSIS

As has been pointed out, the key principle of the eighth grade guidance program is that of helping pupils understand themselves better. Some suggestions for carrying out self analysis follow.

There are three major steps in a self analysis approach to guidance:

1. Help the student develop evidence from various sources that will tell him more about himself than he already knows and interpret this evidence to him.
2. Help the student understand more about the offerings of high school and the significance of the choices between various schools and courses and some of the relations between these courses and other vocational or educational plans.
3. Help the student relate what he has found out about himself to what he knows about high school, using as far as possible objective evidence gathered in self analysis activities.

Many of these activities may be carried out in groups with the class as a whole. The meaning of group tests, for instance, may be explained to the whole class. The class as a whole can undertake vocational information projects or discuss the values of attending one high school as compared to another, *etcetera*. Such projects correlate very highly with work done in Oral English and the mathematical work that goes on with the scoring and interpretation of tests can be correlated with the class work going on in Arithmetic.

Much interpretation must, of course, be done in individual interviews. In these interviews the pupil and the teacher can sit down and have before them the objective evidence that the pupil has been collecting about himself. The meaning of this evidence can be discussed and the pupil's questions answered. Where possible it is recommended that specific time be scheduled for these interviews or otherwise they can well be done informally.

Suggested Exercises for Analyzing Aptitudes

As an exercise in discovering aptitudes the teacher may ask pupils to list the things they think they do exceptionally well either in school or out. Then in a discussion or interview help the pupils decide whether these apparent aptitudes have any significance in their educational plan. In general students should select courses whose content parallels their high or "good" aptitudes, avoid courses whose content parallels areas in which analysis has shown the pupil to be less capable.

Interests

Interests are important in vocational and educational guidance for several reasons:

1. Pupils are more highly motivated in their work if they take subjects paralleling their interests.
2. The actual achievements of pupils have been shown to be higher in courses which parallel their interests.

3. The vocational adjustment of individuals whose work is consistent with their interests is found to be relatively higher.

In eighth grade guidance, an attempt is made to discover interests of children that have educational significance and to relate these interests to their high school courses. The major tools used are the Interest Index or Occupational Interest Inventory. These tests will be given to all Canton eighth grade pupils sometime before they select high school courses.

In general, teachers might point out that pupils are likely to do better in the subject areas in which the test shows that they have high interest. In general, boys who have high interest in the Manipulative Area, the Industrial Arts, are those whose interests seem to be more consistent with the selection of the vocational high school. Girls showing high interest in Business Courses, Home Economics and the Manipulative Area might think seriously of the vocational high school. Pupils whose interests are more consistent with the traditional academic subjects should probably think in terms of district high school.

The Relation of Abilities and Interests

Teachers must caution pupils that interest tests give little or no clues as to *abilities* and that a person might have very high interest and no ability in the same area. A pupil, for instance, may have a great interest in music and be tone deaf or otherwise unable to accomplish in this area. It would be foolish for him to select music on the basis of his high interest. High scores in any other interest area must be evaluated in the same manner in course selection. Interest alone is not enough; there must be some evidence that ability in the same area is also present. *Interest test scores are only one piece of evidence in a total picture including many different factors and their meaning must be considered in terms of the total picture.*

QUESTIONS AND TOPICS FOR DISCUSSION

1. What are the most difficult guidance problems with which the junior-high-school personnel are faced?
2. What are the advantages for learners who attend junior high school over those who attend the eight-grade elementary school?
3. How much attention do you believe should be given to vocational guidance during the junior-high-school years?
4. Suggest ways in which better orientation and articulation can be achieved within the junior high school.
5. What guidance values are there in the annual promotion plan? in the 100 per cent promotion plan? What dangers are inherent in the plans?
6. To what extent is the junior high school fulfilling the purposes for which it was established?
7. Outline a guidance program for a junior high school of 500 people; of 1,000 pupils; of 2,000 pupils.

8. Evaluate the importance of the respective school personnel in the guidance program.
9. Suggest ways in which a new entrant should be inducted into a junior high school.
10. Evaluate the objectives set forth in the Hagerstown and Meridan guidance programs for junior high schools (pages 234-235 and 236-237).
11. How important is the home-room teacher in the guidance activities of the school?
12. Suggest ways in which you would welcome a new pupil to your home room; to your class.
13. Study comparatively the guidance plans for Sharon, Pennsylvania, and Canton, Ohio (pages 246-250).
14. Programmatic Case Study:

From 1953 to 1960, you were a teacher and club adviser in the Lansing Junior High School. You then were given a special assignment in curriculum construction at central headquarters. You now are returning to Lansing JHS as a licensed educational and vocational counselor to be in full-time charge of the guidance program.

During the past three years the school population has increased from 1,500 to nearly 3,000 boys and girls, representing mixed national, racial, religious, and economic backgrounds, with a growing enrollment from the less privileged families, although there is little evidence of "class" cleavage. A decreasing percentage of the school population shows readiness for entrance into a college preparatory curriculum on the senior high school level, although at least 20 per cent of the pupils are in accelerated progress classes. There are four CRMD classes and two opportunity classes.

Because of the rapidly increased enrollment, the school is on double session until an addition to the building is completed. The present faculty numbers 97 men and women, about 50 per cent of whom are serving on a secondary-school substitute license or an elementary-school license. The former principal of the school, who retired in 1954, was an educator of the "old school" who placed major emphasis upon academic achievement. Out-of-class activities were limited for the most part to subject area clubs. There was a student organization but it was teacher dominated. During teacher conducted homeroom group "guidance" periods, the development of good manners was stressed. The main function of grade advisors was to assist pupils plan their programs, and select their senior-high-school curriculum. Any personal counseling needs were the responsibility of parents. The parent teachers' association was extremely active socially.

Mr. S., the newly appointed principal, has background training in guidance and school counseling. Hence he quickly recognized the need for the establishment of an active, well-staffed program of guidance services to be made available for the rapidly increasing and changing pupil population. Only a few members of the faculty have had even a minimum of specialized training. The majority of the faculty display an apathetic attitude toward organized guidance services or are destructively critical. A few of the older women teachers are sentimentally attached to their pupils.

With the encouragement and assistance of about a dozen interested and co-operative teachers, Mr. S. has succeeded in setting up a tentative guidance program. The classes of each of the three grade levels have been distributed among four teachers, one of whom acts as chairman of the grade counseling services. Instead of home-room group guidance, every class is assigned one program period per week for group guidance with the appropriate guidance counselor. To date, this period is devoted to informal discussion of topics or problems determined by pupil interest.

The principal has been attempting to arouse general teacher understanding of and interest in the functions of guidance services by devoting one faculty meeting a term to a discussion of pupil problems, the work of the grade counselor, and the guidance role of the classroom teacher. Teachers have been encouraged to serve on advisory committees and to refer to the grade counselors any pupils who appear to need special help. Relatively few teachers have volunteered for committee work, and most of the referrals still are disciplinary cases. Some of the teachers are vocally disapproving of the guidance "racket" that reduces the work of the favored few and increases the size of their classes.

Cumulative records follow their traditional pattern of utilization; city-wide standardized tests are administered and the results entered on the cumulative record cards. Little use is made of the results except by the principal, his assistant, and the grade counselors. Suggestions that teachers submit anecdotal reports of special behavior aberrations or exceptionally commendatory behavior are regarded by some members of the faculty as another added chore.

The parent teachers' association has become relatively inactive except for the members of a small clique who continue their former social activities. Some of the older residents of the school community as well as some teachers are shocked by the "bad manners" of some of the pupils and place the blame on the "soft pedagogy" of the school administration. Mr. S. is aware of these criticisms. The assistant-to-principal and grade counselors are working with him to gain the co-operation of community agencies, the Bureau of Child Guidance, religious and other community leaders, and interested parents in helping pupils solve some of their problems and develop more social attitudes and greater interest in their school studies and responsibilities.

The principal is moving slowly in his attempt to develop a successfully functioning program of guidance services in the school. He gradually is "converting" teachers to his point of view. He made a special request to have you assigned to the school as "head" counselor because of his faith in your ability to approach the existing situation tactfully and constructively.

After reading the case problem carefully, summarize your responses according to the following:

- (1) Evaluation of the situation—chief positive and negative factors.
 - A. Major issues of policy involved.
 - B. Main guidance needs that are apparent.
- (2) Suggestions for improvement
 - A. Significant contributions that can be made under existing conditions.
 - B. The most likely points of attack for the development of a guidance-pointed approach to the situation.

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GUIDANCE IN THE SENIOR HIGH SCHOOL

All phases of guidance services begun in the junior high school continue on the senior-high-school level. For those high-school pupils who come directly from an eight-year elementary school, the orientation program and the articulation procedures must be aimed at helping bridge the gap between the schools. In this chapter it is assumed that the junior high school is the preceding school.

In large cities, the specialized schools often established create the need for guiding the learner during his junior-high-school years or the later grades in the elementary schools, so that he will select the right kind of senior high school. Although this age period is too early for making a vocational choice, nevertheless young people need to make a choice of school in regard to interest, capacity, and aptitude in definite areas of learning. During the middle-adolescent years, learner interests fluctuate from year to year and sometimes from month to month. Hence, after being admitted to a high school of their choice, learners should receive more and more specialized guidance.

THE HIGH-SCHOOL STUDENT

The high-school years represent a period of significant change in every aspect of a young person's personality. He usually enters the school as a relatively immature and undeveloped individual. By the time he is graduated from high school, he probably gives evidence of many adult characteristics.

Characteristics of the high-school pupil If a young person's schooling follows a normal pattern, he enters high school between the ages of 13 and 15 (depending on whether he is an elementary-school or junior-high-school graduate), and he completes his high-school course when he is about 18 years old.

During high school the pupil is attaining adult status in height, weight, and body structure. He reaches the upper limits of his mental ability. He experiences all the urges and interests that are associated with the development of the sex organs and the secondary sex characteristics. He is motivated in his behavior by a growing urge toward independent action and decision-making. At the same time, he recognizes his need to experience security in love and care from his elders. He craves adventure, and he seeks the new and the different, but he is fearful lest his ventures into the unknown may have unsatisfying results.

In his relations with the opposite sex, he gradually is developing attitudes that are preparatory to the assumption of adult responsibilities associated with marriage and family life. During this period, also, he becomes increasingly concerned with the selection of and preparation for a vocation. His own affairs and the social, economic, and political conditions of the world about him are matters of great concern to the average adolescent. Hence his many interests and activities outside the regular routines of school study may interfere with successful learning achievement unless he receives adequate guidance and counsel.

Desire for peer approval The high-school student, a 14- to 18-year-old adolescent, is entering situations in which peer groupings are less informal than in the earlier schools. His acceptance by others now becomes more personal. If he wishes to be included in a group he must earn his social spurs in order to wear them. He must be willing to do something for the group or possess those personality qualities desired by the members of the group.

The adolescent is concerned about peer attitudes. His sudden attention to his physical appearance and dress is indicative of his extreme sensitivity to the attitudes of approval or disapproval displayed by his peers and sometimes by those adults who are close to him. His primary concern is to conform to the opinions of his peers, sometimes at the expense of the opinions of adults. Extremes in dress or in speech are imitated by a student of this age. These fads come and go, but while they last they often cause considerable embarrassment and annoyance to parents and school authorities. Many types of group demands are met by the adolescent in order to satisfy his drive to belong. Although he wants to be regarded as an individual, he adapts his overt behavior to the requirements of his peer group.

AREAS OF HIGH-SCHOOL GUIDANCE

Guidance services on the high-school level are concerned with every aspect of the growing-up process. Since developmental patterns differ among ado-

lescents, and since for any boy or girl the rates of growth do not parallel one another, the difficulty of providing desirable guidance is increased. Various types of group-guidance programs should be offered by competent guidance leaders. Continuous opportunities for individual counseling should be made available also. Curriculum should be selected or adjusted in relation to individual needs. Opportunities for participation in out-of-class activities should be many and varied. Besides teaching, high-school teachers also need to guide. In those schools in which various forms of correlated or core curriculums are being experimented with, the teachers of these experimental classes are afforded the challenge of guiding to a greater extent than is probably true of the teachers of "regular" classes.

Organization of guidance functions To meet all the needs of all high-school pupils requires the services of every type of guidance personnel and of all the guidance procedures presented earlier. Complete and accurate cumulative records must be maintained and utilized. So far as is financially possible, complete programs of pupil-evaluation and progress-measurement should be organized, and the results should be utilized by teachers and counselors.

Every aspect of a pupil's attitude and behavior pattern should receive attention in any guidance situation, even though the guidance needs of any young person may seem to be concerned with only one area of experience. Hence the guidance activities of the high school are presented here in relation to adjustment and experience areas, keeping in mind that *no sharp lines of distinction can be drawn between one area and another*. These experience areas of guidance are:

- Educational guidance
- Vocational guidance
- Guidance for personal adjustment
- Health guidance
- Social and civic guidance

GENERAL ORIENTATION OF ALL PUPILS

The discussion of the orientation of junior-high-school learners (pages 232-237) outlines in great detail what might be done by the home-room teacher, recitation teachers, and members of the guidance personnel. Rather than repeat this program here for the senior high school, it may be more fruitful to present the orientation procedures that are utilized in Lorain, Ohio, and Highland Park, Michigan.

Orientation of Sophomores—Lorain, Ohio

The high school sophomore counselor works with the junior high school counselors in preparing the ninth graders for high school. Each 9-A class in each junior high school is visited by the tenth grade dean. He distributes the Pupil and Parent Handbook, a guide for the selection of high school courses prepared by the high school guidance department, to each prospective sophomore. He then discusses with the group requirements for graduation, what is expected from new sophomores, extracurricular activities and answers any questions about high school which may arise. He is also available to confer with parent groups upon invitation.

On the Thursday preceding the opening of each semester, all students who will be new to the high school are invited to attend an orientation program in the high school auditorium. At this time, students are introduced to school personnel, basic regulations are explained, each pupil receives a copy of the High School Handbook, and as homeroom groups are taken on a guided tour of the building.

The English Department helps new pupils become adjusted to their school environment. During the first weeks of the semester, the English 3 classes use the High School Handbook as a study guide. All phases of school life are discussed in greater detail than time permitted in previous group meetings. For instance, each class spends at least one period in the library learning the essentials of library procedure as explained by the librarians.

Highland Park, Michigan**Suggested Topics for Homeroom Discussion—10th Grade Homeroom Teachers**

Explain the purpose of homeroom

Orientation: Clubs	Athletics	Hobbies
Marking System	Activities	Honor

How to Study. Budget time, preparing for examinations, keeping notes.

Advantage of an education. Educational. Vocational.

Scheduling. Majors—minors for college prep.

Conference with your counselor. Get acquainted.

Learn how to get along with others.

Should I quit school and go to work?

Taking part in school activities. Dramatics, debating, Spectator staff, athletics.

Advantages—disadvantages.

Get acquainted with your counselor. Why?

Sportsmanship at athletic contests.

My responsibility to the school.

Conduct in auditorium—classes. Any difference when a substitute teacher is in charge?

What is my responsibility in the homeroom?

How can I best succeed in high school?

What does my personal, permanent, cumulative file consist of? Of what value is it?

What is my vocational interest? How can I best prepare for my vocation?

What is meant by standard of living?

Where will I find information about vocations?

Rate personal qualifications. Secure rating sheets from counselor.

Arrange a meeting with your counselor to check your college requirements major and minors.

Citizenship.

Suggestions for Homeroom Discussions—11th Grade Homeroom Teachers

Explain purpose of the Homeroom

1. Why do students drop out of school before graduation? What is their future?
2. What can the school do to help students want to complete high school? Send suggestions to Mr. Handley.
3. Should students be required to take college preparatory courses if not going to college? Yes ___ if not yes, why?
4. What is the importance of good school grades for college?
5. Who recommends students for college? Can I attend any college after I graduate?
6. Will good grades, attendance, citizenship, be of help in being recommended for college?
7. Do I have the right requirements to enter college, or for applying for a job after graduation?
8. What will I have to offer an employer, with a high school education?
9. What are my future plans?
10. What can the school do to help in these plans?
11. Am I working to my capacity to attain this goal? If not, why? Do I know how to study?
12. What is Careers Day? How can I receive the most value from Careers Day?
13. How does one fill out an application when applying for employment? Secure an application. Discuss it.
14. How should one prepare to make application for employment?
15. Are you socially prepared? How to meet people, feel at ease, introduce people to each other. Proper conduct. Should I be a show-off, the life of the party? How to dress, etc.
16. How do you analyze yourself? Are you mature—immature?
17. Rate your personal qualifications. Secure rating sheet from counselor.

The student handbook Guidance personnel on the secondary-school and college levels recognize the value to students, especially during their first year in the school, of a guidance handbook. These handbooks not only assist the newcomer to become acquainted with the school but also serve other students as reminders of their school responsibilities as well as of the various activities in which they can participate. To be useful, a handbook should be functional. Its worth is increased by having juniors and seniors assist in the preparation and needed revisions of this guidance manual.

As a result of his study of the handbooks of 114 high schools in a Midwestern state, Robert M. White has prepared the following report concerning their contents:

Table 2. Rank and Per Cent of Handbooks Containing Certain Items¹

Rank	Per Cent	Items
1	96	Rules and regulations
2	77	Activities and organizations
3	71	Daily schedule
4	66	School services
5	62	Faculty roster
6	61	Report card information
7	56	Curriculum, required
8	54	Calendar of events
9.5	52	Curriculum, elective
9.5	52	Awards and honors
11	50	School songs, cheers
12.5	46	Foreword
12.5	46	Grading system
14	44	Graduation requirements
15.5	43	School philosophy
15.5	43	Welcome
17	40	Student fees
18	31	Table of contents
19	28	Preface
20	23	Floor plans
21	21	Study suggestions
22	20	Course descriptions
23	16	School traditions
24	14	Index
25.5	12	College requirements
25.5	12	Student council constitution
27	0	Advertising

¹ R. M. White, "Student Handbooks: Observations and Recommendations." *The Personnel and Guidance Journal*, p. 43, Vol. 37, No. 1, September, 1958. Used with permission.

EDUCATIONAL GUIDANCE

The definite objectives toward which education on the high-school level is aimed include the *seven cardinal principles* of secondary education recommended in 1918 by the Commission on Reorganization of Secondary Education of the National Education Association, listed on page 7. The various needs of the individual in matters dealing with health, fundamental skills, and preparation for home, vocational, citizenship, and recreational activities

become the concern of the high-school guidance personnel as well as the classroom teacher. Hence guidance services must supplement the school's educational program in definite ways. It is the guidance counselor who can help the high-school pupil make curricular adjustments according to his abilities and interests.

Aims and purposes of educational guidance What is referred to as *educational guidance* in the high school is distinguished from other aspects of guidance by its relation to the curriculum. It involves the courses of study pursued, the continuance of education on a higher level, or the entrance into a vocational field—in general, the academic aspects of learning. Specifically, guidance on the high-school level aims to help the learner do the following:

1. Select the curriculum that best fits his abilities, interests, and future needs
2. Develop work and study habits that enable him to achieve satisfactory success in his studies
3. Gain some experience in learning areas outside the particular field of his special interests and talents
4. Understand the purpose and function of the school in relation to his needs
5. Discover all that his school has to offer and plan a program of studies accordingly
6. Learn about the purpose and function of the college or school he may wish to attend later
7. Elect try-out courses or exploratory courses in order to gain insight into learning areas that still lie ahead
8. Participate in out-of-class activities in which he can develop potential leadership qualities
9. Appraise his fitness for continued study in a college or other school or in a particular vocation
10. Develop an attitude which will stimulate him to continue his education in a school selected for its worth to him in relation to his talents and training
11. Adjust to the curriculum and the life of the school

This list of aims may seem to be based on the assumption that all or most high-school graduates continue their education on a higher level. At present about 35 per cent of all high-school graduates in the United States go to college. Although the number of young people who are continuing their education beyond the age of 18 is increasing, the percentage is still small. Hence the American high school is attempting to meet the needs of those adolescents whose education is terminated upon graduation from high school. Guidance activities aimed at preparing young people for direct entrance into the business world are described later in the chapter.

Basic principles If educational guidance is to function successfully for all pupils, certain basic principles must be observed.

1. Upon entrance into the high school or shortly thereafter, the pupils should have administered to them standardized tests that will be prognostic of success in one or another curriculum. The measuring instruments administered usually include an intelligence test and tests of reading comprehension and arithmetic ability. Some schools administer a more general test, such as "A Test for High School Entrants."²
2. Guidance toward the selection of a curriculum should be decided in light of test results, degree of achievement on the previous school level, and pupil and parent interest.
3. A pupil's achievement during each term or year in each subject area of study should be followed closely by his counselor, and help should be offered whenever it is needed.
4. If a pupil appears to be having difficulty in his chosen program of studies, this should be recognized early by the counselor, the pupil, and his parents. Steps should be taken promptly to make whatever program changes are necessary in order that the pupil does not lose too much time or become so discouraged that he is tempted to drop out of high school.
5. A pupil should not be required to repeat more than once with the same teacher any course in which he fails. Sometimes personality differences between the teacher and the pupil interfere with learning progress.

The functioning of educational guidance is clearly illustrated by the practices at Lorain (Ohio) High School:

Educational Counseling

Educational counseling is a continuous process. Each boy and girl must choose his and her curriculum with care, taking into consideration ability, interest, future need. The group counseling technique is used when the counselors visit every English, U. S. History and Civics class the third week of each semester. During this hour period, the requirements for graduation are reviewed, registration cards are distributed and plans for the next semester are begun. Here everyone has an opportunity to ask questions.

When the group counseling has been completed, each pupil is then called for an individual conference. Using the information available concerning the pupil (ability, interest, aptitude, past performance) the counselor assists the pupil in developing his program. A copy of the tentative schedule is then sent to the parents for approval. If it does not meet with their approval, a parent-counselor conference is arranged.

² Lester D. Crow and Alice Crow, "A Test for High School Entrants." The Acorn Publishing Company, Rockville Centre, New York, 1945 and 1959.

Pupil failure is a concern for guidance. Teachers often refer pupils who are doing unsatisfactory work in an effort to improve the performance and prevent future failure. Conferences are arranged with the pupil in an effort to find the difficulty, and if found to be necessary, parents are invited to a conference with the counselor and teacher.

All pupils should be encouraged to make the most of their abilities in whatever areas they might be. Inasmuch as theirs is an age that places an increased emphasis upon formal education, the great majority of boys and girls should be and are encouraged to complete their high school training. The potential dropout is counseled as to the advisability of his remaining in school. No withdrawal is permitted until the result of a parent-counselor conference indicates that this action is best for the boy or girl. For those who have the ability to continue their education after high school, many services are offered.

Since many colleges require test scores on certain standardized tests of mental ability, the guidance department offers their service to all seniors. Parents and pupils are advised by individual letter of this opportunity which might save a trip to one or more college campuses. Each semester the Ohio State Psychological test is administered to all Senior A's desiring the test.

In each of the deans' offices, a file of information concerning schools is available for use by all pupils in school and available for them to take home for parents to examine. Counselors at each grade level are available for consultation on specific information related to training after graduation. Many conferences with parents are the result of communications from the guidance department. A letter is sent by one of the deans to the parents of each junior capable of training beyond high school. This letter encourages parents to see that college plans are completed early in the senior year.

During this final year many individual conferences are held between each of these seniors and his or her dean. Admission procedure, choice of college, financial aid available are among the problems upon which the deans offer assistance. Complete transcripts with a report on personality and character are sent to any school which the pupil desires. A special effort is made to obtain financial aid for all qualified and deserving students. This often necessitates the administering of scholarship qualifying examinations or making arrangements for students to be able to participate in scholarship competition at testing centers outside the city. The College Entrance Board Examination and the Naval Reserve Officers Training Corps Examination are examples of tests that fall in this category. The guidance department cooperates with the state department in administering the Ohio General Scholarship Test for seniors and with any other legitimately established organization such as the National Merit Foundation, General Motor Institute, National Honor Society, A. A. U. W., National Tube Co., Thew Shovel. Sample copies of previous tests, and suggested study guides for review are available in both the library and in the guidance offices.

In the autumn of the year the guidance department sponsors an evening program for not only L. H. S. pupils, but all Lorain county boys and girls and their parents. College Night provides an opportunity for the interested to learn first hand about various schools. All Ohio colleges and universities are invited in addition to those outside Ohio about which the students have expressed a desire for more information. More than 60 representatives participate in this evening program.

Guidance for after-high-school education Every pupil should have access to accurate data pertaining to the kind of college or post-high-school institution he may wish to attend. Among the kinds of information that should be available are these:

1. Value to the individual and to society of further schooling.
2. Types of schools available to advance the pupil's interest.
3. Entrance requirements, costs, and length of course of each type.
4. Evaluation of purposes and programs of the school.
5. Opportunities for productive activity after completing a course of study in an advanced school.

The success of the junior-high-school program will be reflected in a pupil's attitude in the senior high school. The articulation program has educational value, but it can be considered only a beginning. In the senior high school, an adjustment program similar to that proposed for the junior high school (see pages 245-246) should be carried out, but more intensively. There should be available in the guidance office sufficient data on colleges—their entrance requirements and their offerings—so that interested pupils can study these bulletins and confer with a counselor about them. In the event that the pupil has an interest not covered by available college literature, it is the responsibility of the guidance counselor to obtain the desired information for the pupil. A library section of college bulletins and books about colleges should be accessible.³ Colleges will send their catalogues and other material to any high school interested in receiving them. Some colleges send their yearly catalogues to high schools on their list so that the school guidance library can be kept up to date. College annuals and handbooks also can be obtained on request. These provide information not contained in the catalogues; they do not deal with the academic offerings of the college but present a picture of the social life of the school, which often is one of the determining factors in selecting a college.

High-school counselors should see that young people are not too much influenced by the attractiveness of the college brochure, however. Equally important is the warning that counselors must be alert to the dangers inherent in college programs on campuses to which high-school seniors are invited in order to be shown good reasons for attending the college. These meetings are to be encouraged, of course, but pupils should not choose a college because of the elaborateness of the program arranged for them at the time of their visit. The guidance personnel of the high school must help pupils recognize the educational and social advantages present on any campus and encourage them to choose the college which is best for them.

If a young person wants to spend a year or more at a private college-

³ Two good books are *American Universities and Colleges*, edited by A. J. Brumbaugh (American Council on Education, Washington, D.C. and Clarence E. Lovejoy's *Complete Guide to American Colleges and Universities* (Simon and Schuster, Inc., New York, 1958).

preparatory school, the counselor can help him compare the relative standings of these schools. The following accrediting associations will furnish the information:

New England Association of Colleges and Secondary Schools

Harvard Graduate School of Education, Cambridge, Massachusetts

Middle States Association of Colleges and Secondary Schools.

Philadelphia, Pennsylvania

Southern Association of Colleges and Secondary Schools

Atlanta, Georgia

North Central Association of Colleges and Secondary Schools

University of Nebraska, Lincoln, Nebraska

Northwest Association of Secondary and Higher Schools

University of Oregon, Eugene, Oregon

Many of the private schools have served the country long and well and have been helpful in making it possible for able young people to gain entrance into the leading colleges in the country. However, with the changes that are taking place in college-entrance requirements, the need of supplementing the high-school education through attendance at a school of this kind is lessening.

Bases of college selection Many factors operate in the selection of a college. Convenient location is perhaps the dominant one, unless the student has a definite purpose in mind. Colleges vary widely in entrance requirements, costs, and opportunities. Aside from these, the choice made by the student may be influenced by the fact that one or both parents are graduates of a particular college or that the counselor, a favorite teacher, or a friend was a student at that college. If the student shows promise, it is understandable why a college seeks his matriculation. College administrative officers are constantly admonishing their alumni to support their college by encouraging talented students to enroll there.

Since entrance requirements in certain colleges are specific, parents and children should know about them early in the pupil's high-school life, so that correct curricular selection can be made to meet these requirements. The fact that a young person often fails to elect the correct course may not be the fault of the teacher, the guidance counselor, or the parents, however, but of the pupil himself. He may have his own ideas about what he wants to study, and he may refuse to accept advice until it is too late. This happens more often than it should. Nevertheless, it is frequently possible for a bright pupil to gain admission to a college even though he has not completed all the courses in the requirements.

National, state, and privately endowed scholarships are making it possible for many bright individuals to go to college. During the past decade, these scholarships have been supplemented by scholarships in particular fields offered by large business and industrial organizations. Now that money for a

college education is available for an increasing number of qualified high-school graduates, the responsibility of school people to guide the adolescent and his parents properly is greater than ever before.

A recent study of high schools made by Dr. Conant reveals the need for trained guidance personnel. His recommendations concerning what is best for the learner can be implemented only when adequate guidance on the various school levels is provided. The challenge to the high-school counselor is especially great.

Specifically Dr. Conant recommends that:

1. Pupil counseling or guidance start in the elementary school.
2. The maintaining of continuity of guidance be implemented, partially at least, through good articulation between school levels.
3. The counseling load for a guidance worker on the high-school level consist of from 250 to 300 counselees.
4. Although a counselor should have had teaching experience, he devote practically full time to his work as a counselor.
5. The counselor be trained in the administration of and interpretation of measuring instruments to discover pupil aptitudes and achievement.
6. The counselor's function be to supplement rather than to supplant parental guidance of a young person.
7. An important responsibility of the counselor be to work closely with the student in the planning of the latter's program of studies to the end that elected subjects are suited to the learner's interests and ability—whether the ability be superior or retarded.
8. The counselor co-operate with teachers in the planning and implementing of pupils' programs of study.⁴

AIMS AND FUNCTIONS OF VOCATIONAL GUIDANCE

The recent policy of moving learners along, with less emphasis on retardation, has placed many young people in the senior high school at a lower age than in the past. Along with the increased holding power of the senior high school goes a responsibility to give vocational guidance to those young people who soon will be leaving the school to enter into some type of occupation. In spite of the doubling of college enrollment within the past few years, it remains a fact that large numbers of young people do not finish high school or, if they do, want a job rather than more schooling.

For convenience of discussion, educational guidance and vocational counseling are considered separately here, yet no teacher or counselor should attempt to separate them. They must move forward together.

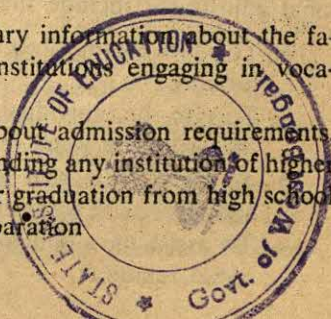
⁴ See James B. Conant, *The American High School Today*, pp. 44-45. McGraw-Hill Book Co., New York, 1959.

Vocational guidance usually is interpreted as the assistance given learners to choose, prepare for, and progress in an occupation. Nearly all so-called educational guidance has vocational implication. Often the emotional aspect dominates the guidance, yet inevitably it is interwoven with the educational, personal, and social aspects.

Occupational choices arise in the home, in the community, and in the school through visual aids programs, and in exploratory trips outside the community. The occupation must be selected, the job must be secured, and adjustment must be made to the job, all of which falls in the area of vocational guidance.

The specific aims of vocational guidance include the following:

1. Assisting a pupil to acquire knowledge of the functions, duties, responsibilities, and rewards of occupations that lie within the range of his choice
2. Assisting a pupil to discover his own abilities and skills and to fit them into the general requirements of the occupation under consideration
3. Assisting the pupil to evaluate his own capabilities and interests with regard to their greatest worth to him and to society
4. Helping the individual develop an attitude toward work that will dignify whatever type of occupation he may wish to enter. The important bases for choice should be personally achieved satisfactions and the service that can be rendered
5. Giving exploratory opportunities in different areas of school learning and vocational exploration that will enable the learner to get the feel of several types of activities
6. Assisting the individual to think critically about various types of occupations and to learn a technique for analyzing information about vocations
7. Assisting the mentally handicapped, the physically handicapped, or the economically handicapped to make the adjustments that will be best for them in their struggle for a fuller life and for personal and social welfare
8. Instilling in the pupil a confidence in the teachers and other guidance personnel that will encourage him when he confers with them on personal and vocational problems
9. Assisting the pupil to secure the necessary information about the facilities offered by various educational institutions engaging in vocational training
10. Providing information for the learner about admission requirements, the length of training, and the cost of attending any institution of higher learning to which he may wish to go after graduation from high school in order to continue his vocational preparation



11. Giving assistance during school years so that the individual will be able to adjust on the job to work conditions and to other workers
12. Assisting each pupil to appreciate his rightful place in a group of workers and to become a functional member of the team
13. Alerting the pupil to the long-range training needed to become proficient in most lines of endeavor
14. Cautioning each learner concerning fads and pseudoscientific shortcuts to vocational competency
15. Helping the learner realize that success is purchased at the price of effort, and that satisfaction on the job derives from doing his work conscientiously and competently

Guidance dealing with the various aspects of vocational adjustment is not limited to the high school. General guidance begins in the elementary school, and specific problems arise after formal schooling ends. The continuity of guidance in this area is discussed in Chapter 20, "Guidance Toward Occupational Adjustment."

AIMS AND PURPOSES OF GUIDANCE FOR PERSONAL ADJUSTMENT

Adolescents are easily led, but they cannot be driven. They cannot be ignored nor put completely on their own; the display of either of these attitudes may result in feelings of resentment, frustration, and self-pity. The individual who is in immediate authority—the parent or the teacher—may be less important to young people than an outsider who seems to be a part of a larger situation. They want to break away from those who represent authority. High-school teachers and counselors should understand these adolescent attitudes toward adults. They must be patient, and they should recognize that much of the help given young people needs to be indirect and by example; it cannot be forced upon them. In every high school, nevertheless, there are staff members who are able to gain the confidence of their pupils to a high degree. These men and women are in a strategic position to guide the attitudes and behavior of those who consult them.

During the high-school years, the aims and purposes of guidance for personal adjustment include the following:

1. To assist the pupil to realize that it is natural to experience periods of turmoil
2. To give the individual the assistance that will enable him to overcome the awkward years in physical development
3. To assist the learner to enter into mental activity with renewed interest and vigor as he gains in maturity
4. To assist the pupil to become a good school citizen in his civic and social relations

5. To encourage the pupil to continue the health, safety, and physical education programs that were started earlier
6. To assist the pupil to become accustomed to being teased
7. To encourage the pupil to take advantage of the friendships that are offered him
8. To assist the pupil to move gradually from dependence on others to independence of judgment and action
9. To encourage the pupil to work to the limit of his capacity with full knowledge that he may not be as capable as other pupils
10. To assist the pupil to benefit by the practice of emotional control
11. To help the pupil reap the full benefits of participation in social life through joining clubs and taking part in other school activities
12. To enlighten each pupil concerning boy-girl relations and the values that can come to him through an intelligent and emotionally controlled understanding of the function of sex

The guidance personnel can do much to assist young people in high school to develop social attitudes that will serve them and the group. Home-room activities, club projects, and social events planned outside the school program but held within the school building can do much to add to the pupils' social development and enjoyment of life. One of the finest types of guidance that can be undertaken by a high school is to plan and put into operation an attitude-development program. Since one of the chief purposes in education is to develop proper attitudes, the high school is particularly fitted to inculcate desirable attitudes through a definite plan conducted indirectly. Worked out co-operatively, the plan can become a most valuable influence in any school.

Some of the attitudes to be considered might be included in a plan similar to the following. In the *sophomore year*, programs would emphasize the value of (1) *school attitudes*: proper dress and grooming, courtesy in school, good study habits, co-operation with teachers and schoolmates, school services and similar aspects of behavior, and (2) *home attitudes*: helpfulness and courtesy, respect for older relatives and friends, co-operation with siblings, intelligent use of weekly allowance, and the development of good habits in matters such as eating, sleeping, and care of personal belongings.

During the *junior year* attention could be directed toward the development of acceptable social and civic attitudes. The students would be helped to recognize the importance of displaying socially approved modes of behavior (1) in public places, such as motion picture theaters, buses or trains, on the street, at large group meetings, (2) toward their peers of both sexes, (3) in the homes of their friends, or (4) in any other group situation. Young people need to understand the factors of social success. They also should know and assume their responsibilities as constructive and honorable citizens.

At the *senior level*, interest might center in the development of constructive attitudes toward professional and business relationships. The selection and preparation for a career, the application for a position, desirable business

dress, attitudes toward employer and toward fellow workers are focal points for the counselor on this level.

Personal and social problems of adjustment In many ways, the personal and social problems of teen-agers are similar to those experienced by them during childhood. However, since the maturing adolescent has greater awareness than he had as a child of the importance of his place as a member of society, the impact of any problems that arise in his social relationships is more intense.

Perhaps the most common basis of problem situations is the young person's feeling of insecurity in his associations with other people. Lack of security may affect his relationship with teachers, schoolmates, members of his family, or acquaintances. The insecure and fearful adolescent may display over-aggressive and boisterous behavior, or he may become shy and withdrawn. Regardless of the form of his cover-up behavior, this student requires the services of an understanding and sympathetic school counselor who recognizes the young person's fundamental problem and who can assist him to clarify his own thinking and to gain insight into his problem. The counselor also may need to confer with members of the student's family and his teachers in order to enlist their co-operation toward encouraging self-confidence and a more realistic evaluation of personal and social attitudes.

The problems of the insecure adolescent often become major challenges to guidance personnel. Expert counseling is needed by the young person in such cases, especially if boy-girl relationships are involved. The physiology and psychology of sexual maturation can be the cause of emotional turmoil that renders a high-school student incapable of concentrating on his or her school work, especially if the boy or girl believes himself or herself to be unattractive to an "adored" member of the opposite sex. In a situation of this kind all the help that can be given by a counselor is needed to channel the young person's interests and activities away from the frustrating problem condition.

Counselors and teachers must be alert to symptoms of personal maladjustment, such as lack of interest in formerly enjoyed activities, day-dreaming, unaccustomed aggressiveness, or reduced success in school work. Whatever the problem and symptoms may be, the counselor attempts to help the individual identify his problem, discover its probable cause, and attempt to bring about a better adjustment of his thinking and behavior. Seldom can a serious personal or social problem be resolved in one counseling session. A series of counseling interviews probably will be needed, in addition to the utilization of other techniques. Also helpful is the patient and understanding co-operation of counselors, parents, teachers, and the student himself.

Disciplinary problems By the time they reach the middle teens, many boys and girls have developed commendable control of self-gratifying interests

and ambitions. They recognize the rights of others and accept appropriate responsibility for their own and others' welfare. An adolescent's degree of self-control is closely related to his earlier home, school, and religious experiences.

Unfortunately, some high-school entrants have not yet achieved self-disciplined behavior and attitudes. They are unable to adjust to new academic and social responsibilities. Hence they become involved in unacceptable group activities or attempt to satisfy their desire for attention by engaging in authority-defying, socially harmful behavior. It is the school's responsibility to do what it can to improve the attitudes of unco-operative students. Disciplinary measures may be needed. In cases of serious delinquency, the assistance of law-enforcement officers may be required.

School counselors can do much in the area of attitude development. It is not their function to administer punitive measures, however. The counselor's role in matters dealing with discipline as envisaged by school leaders of Tucson, Arizona, is presented here:

- A. Although counselors are concerned with maintaining discipline and high morale among high school students, they should not be looked upon as disciplinarians. If the counselor must be present during any disciplinary procedure, he always points out the positive factors in the student's favor.
- B. Counselors should take care, whatever the situation may be, that nothing be done to reduce rapport between counselor and student. It is only as the student feels free to confer with the counselor and "tell all" that the counselor is in the position to understand the student and be of assistance to him. Discipline as such tends to destroy this relationship.
- C. Counselors receive information (from the Assistant Principals or Deans) regarding disciplinary action taken upon their counselees and frequently confer with these disciplinary officers.
- D. In general, information supplied by a principal or counselor in writing to the Probation Department should consist of matters of fact only; such as grades, attendance records, tests records, etc. If personal appearance or testimony is desirable, school personnel may feel free to give such in a Juvenile Court hearing. All such hearings remain private and no record of proceedings will be made. Such testimony as would be given would not be a part of any public record. School personnel may feel free to converse with any member of the staff of the Probation Department concerning any matter pertaining to a child. Such information as is disclosed in a conversation will not become a part of the public record of the child and will be kept in confidence.

AIMS AND PURPOSES OF RECREATIONAL GUIDANCE

Planning for leisure time has become one of the major responsibilities of the high school. In the past, many individuals spent long hours in productive activity. Today, with the aid of modern technology and machinery, man's

work is lighter, his working day and week are shorter. Hence he has more leisure time. Having something worthwhile to do in that time and being interested in doing it are important. Games, outdoor exercises, hobbies, viewing motion pictures and television, and a variety of other activities are available so that the individual can enjoy and profit from his leisure-time pursuits.

Better work is done when time for relaxing activities is provided. Yet, the individual needs to be careful lest he dissipate his energies during his leisure time and become less efficient on the job. Life can be enriched during these welcome hours if the individual is helped to make wise use of this free time.

Among the aims and purposes of recreational guidance are the following:

1. To help pupils prepare for participation in wholesome recreational activities
2. To assist pupils to formulate and carry out plans for recreational activities
3. To assist pupils in evaluating their capacities and interests in leisure-time activities
4. To encourage pupils to learn about desirable facilities in the community available to adolescents and adults
5. To encourage pupils to make wise use of their leisure time and to develop skills that will be of value to them in later leisure-time living

AIMS AND PURPOSES OF HEALTH GUIDANCE

Health and physical education programs have been expanding rapidly throughout the country. The last war brought to the attention of the American people, and especially educational leaders, the values to be gained through providing programs for healthful living. Health and physical education programs are expanding their functions and are reaching out into many fields of the high-school curriculum. Biology, physiology, hygiene, physical activities, social hygiene, and other learning areas are considered well within the focus of some health education programs. Mental health and physical health are interrelated; they should be considered together in any adequate health program.

The aims and purposes that are especially important in health guidance may be stated briefly as follows:

1. To help pupils prepare for healthful living
2. To encourage pupils to follow a well-balanced program of physical activities
3. To help learners realize the value of a program of preparation for healthful living
4. To assist pupils to evaluate their own physical assets and weaknesses

5. To encourage pupils to overcome any remediable defects they may have or to receive medical treatment for them
6. To provide learners with information on subjects and activities which contribute to good health
7. To make available to learners information dealing with the health services in the school and the community
8. To encourage learners to formulate a well-balanced program of work and play activities that will contribute to healthful living.

AIMS AND PURPOSES OF SOCIO-CIVIC GUIDANCE

Our social institutions have undergone, and still are undergoing, changes in their attempt to meet the requirements of democracy. These changes seem too many to some and too few to others. Guidance counselors must be made aware of them and must keep pace with them so that they may help young people interpret these social changes. Socio-civic guidance is closely associated with personal adjustment and other forms of guidance. It can be given emphasis through the following objectives:

1. To aid pupils to secure effective socio-civic training
2. To help pupils understand their social and civic responsibilities and evolve a plan of social action
3. To help pupils evaluate accurately their socio-civic capacities and interests
4. To lead pupils to participate in out-of-class activities
5. To help learners in their attempts to understand the social order
6. To help learners pursue those subjects that prepare for social living
7. To assist pupils in their adjustments with other persons
8. To encourage pupils to formulate a continuous plan of activity for greater social usefulness

MEETING THE PROBLEMS OF ARTICULATION

Many difficulties of articulation between the junior high school or the elementary school and the high school can be met through the application of techniques of educational and personal guidance that have been suggested earlier. There still remains the responsibility of the high school toward the preparation of individuals emotionally and mentally for entrance into the next higher unit of learning.

Failure in the freshman year of college has continued at a high rate for a long period of time. This situation probably is not the fault only of the student. Perhaps the school-to-school adjustments are so difficult that the boys and girls should receive more help while they are still in high school. It has been noted that the honor student in the senior year in high school often becomes a failure in his freshman year in college. The high school must help the senior gain a perspective of the general pattern of college life, even though it may be impossible for him to visit the college which he will attend later.

If the individual goes to a college away from home, his adjustment problems are more numerous, since now he is completely on his own and may not know how to deal with what to him is much free time. The result may be that he wastes most of it and wonders why he does not have sufficient time for study. Further orientation to college life is discussed in Chapter 17.

A REPRESENTATIVE GUIDANCE PROGRAM

A good summary of the guidance services needed on the high-school level is the program operating in the tenth, eleventh, and twelfth years of high school in Schenectady, New York:

I. PRESENT ORGANIZATION OF GUIDANCE DEPARTMENTS

The organization of the guidance departments in the two senior high schools are not identical. The organizations are as follows:

A. Mont Pleasant High School

1. Full-time boys' counselor
2. Full-time girls' counselor
3. Part-time guidance counselor for 10th year class (2 periods)
4. Home room teachers
5. Social dean for each class—classroom teacher
6. Part-time secretary

B. Nott Terrace High School

1. Full-time boys' counselor
2. Full-time girls' counselor
3. Part-time guidance counselor for each class (3 periods)
4. Part-time trade course counselor
5. Social dean for each class—classroom teacher
6. Full-time secretary

II. SCOPE AND FUNCTIONS OF GUIDANCE PROGRAM

A. Group Guidance

Counseling time can be used most efficiently by making use of the group guidance technique for the dissemination of general information. The various activities carried on in this manner are:

1. Orientation in 10th year
 - a. General orientation meeting at beginning of each year
 - b. Other orientation activities
 - (1) English classes
 - (2) Physical education and health classes
 - (3) Home room sessions
2. Tentative programs for 11th and 12th years
3. Vocational-study unit in 11th year English classes
4. Presentation of occupational information
 - a. Career Days
 - b. Panel discussions
 - c. Speakers from business and industry
 - d. Visual aids
5. Orientation for college-bound pupils
 - a. General meetings
 - (1) Entrance requirements, costs, financial assistance, and application procedure for institutions of higher learning
 - (2) Discussion of College Entrance Examination Board tests
 - b. Scholarship meetings in preparation for National Merit Scholarship and State University Scholarship examinations
 - c. Meetings with college, business school and technical school representatives
 - d. Regents and fast English classes
6. Presentation of opportunities in the Armed Forces and explanation of military obligations

B. Individual Guidance

Every pupil is confronted with problems which cannot be dealt with in a group. In order to cope with this situation the counselor must work with the pupil on an individual basis. Not only does the pupil need individual attention but the out-of-school youth and adults continue to request help with their problems. Individual guidance is concerned with the following:

1. Educational
 - a. Planning schedule
 - b. Adjusting schedule
 - c. Helping in choice of goal
 - d. Discovering and remedying cause of failure
 - e. Enriching program for the able and ambitious pupil
 - f. Encouraging further schooling or training
 - g. Giving information concerning scholarships and financial aid
 - h. Interpreting College Board scores and standardized test results
 - i. Assisting out-of-school youth
 - j. Aiding veterans
 - k. Advising adults—Equivalency Testing Program
2. Vocational
 - a. Part-time and full-time employment
 - b. Job opportunities
3. Personal Problems
 - a. Adjustment to school life

- b. Adjustment of home problems
- c. Adjustment to social life

C. Other Activities

In addition to working with groups and individuals there are other numerous activities in which the counselor must engage.

1. Conferences
 - a. With teachers
 - b. With Child Guidance Bureau
 - c. With parents (singly and in groups)
 - d. With 9th graders regarding offerings in senior high school
 - e. With Children's Court and Welfare Agencies
 - f. With New York State Employment Service
 - g. With representatives of institutions of higher education
2. Liaison between parents and teachers
3. Cooperation with community organizations such as social agencies and P.T.A.
4. Records and reports
 - a. Collect and process permanent record cards and individual folders from Junior High Schools
 - b. Keep pupils' individual folders up-to-date
 - (1) Data from conferences and interviews
 - (2) Personality reports from teachers
 - (3) Activity inventory from pupil—includes educational and vocational plans
 - (4) Results of individual or special tests
 - c. Record mental maturity, scholastic aptitude, and reading comprehension test results on permanent record card
 - d. Keep a cumulative record card for each pupil
 - e. Prepare and distribute to teachers a test bulletin for each freshman class showing mental maturity and reading comprehension test scores for each pupil
 - f. Prepare records and recommendations for colleges, business schools, technical schools, private schools, U.S. Armed Forces, and employers
 - g. Prepare referral blanks for Child Guidance Bureau
 - h. Check report cards for failures
 - i. Indicate status of pupil's work to parents by means of Freshman Reports
 - j. Report to parents on pupils doing unsatisfactory work and on pupils doing outstanding work
 - k. Keep additional records in the senior year to prevent last minute graduation failure
 - l. Report to parents on seniors who are near failure
 - m. Prepare a report on each graduating class showing number of pupils going on to the various institutions of higher education and the courses taken
 - n. Compile a report with names of scholarship winners for each graduating class and publish the totals
 - o. Conduct a follow-up survey to show activities of graduates of each class who did not go on to higher education

- p. Prepare a holding-power summary for each class, showing disposition of the members of the class
 - q. Prepare data requested by various organizations and individuals
 - r. Maintain employment files—applicants for work and available jobs
5. Miscellaneous
- a. Recruiting pupils for such activities as Engineering Day Rally, Junior Achievement, Civil Defense Team, and visitation to colleges
 - b. Publishing a "Courses of Study" booklet annually for distribution to Junior High Schools and other interested agencies
 - c. Maintaining up-to-date guidance library
 - (1) College and school catalogs
 - (2) Scholarship and financial aid information
 - (3) Educational reference books
 - (4) Occupational information files
 - d. Providing application forms for College Entrance Examination Board tests
 - e. Processing applications for the State University Scholarship and the National Merit Scholarship examinations
 - f. Scheduling freshmen in classes during the summer
 - g. Issuing working papers to pupils

D. Testing

Standardized tests are a valuable tool in aiding the counselor to fully understand the capabilities of the pupil. Because of the importance of this device, a broad testing program is carried on.

- 1. 10th Year
 - a. Mental maturity group test of pupils who have not been tested during 9th grade
 - b. Mental maturity individual test of gifted pupils and of pupils who are in difficulty
 - c. Differential aptitude test (when necessary)
 - d. Cooperative English test battery
- 2. 11th Year
 - a. Advanced form of mental maturity group test
 - b. Scholastic aptitude test
 - c. Kuder Vocational Interest Inventory
 - d. Cooperative English test battery
- 3. 12th Year
 - a. Make-up tests for students missing the 11th year tests
 - b. State Scholarship examinations
 - c. National Merit Scholarship examination
 - d. Scholarship and admission tests to individuals as requested by colleges
 - e. Assistance in validating new tests such as New York State Scholastic Ability test, Scholastic Aptitude test of Educational Testing Service, and High School Equivalency test of Veterans Testing Service
 - f. College Entrance Examination Board tests administered throughout the year
 - g. Aptitude tests administered by New York State Employment Service to those seniors desiring them

4. Miscellaneous tests

- a. Standardized tests also given in Citizenship Education, Mathematics and Commercial Departments
- b. High School Equivalency tests given five times yearly

III. NEEDS

The present guidance program is felt to be fairly broad. However, there are a number of drawbacks which are given in the following list of needs.

A. Staff

1. Lower pupil-counselor ratio in order to permit an expansion of guidance services
2. Additional secretarial help to relieve counselors of routine clerical work

B. Guidance Services

1. Periodic interviews with each pupil
2. Increased use of available test data
3. Expansion of present testing program
 - a. To provide additional testing for pupils whose achievement is at variance with test results
 - b. To test all new entrants
 - c. To give more individual tests
4. Additional study of the drop-out problem for the purpose
 - a. Of determining the fundamental causes of dropouts
 - b. Of predicting the potential dropout
 - c. Of providing as much education as possible for those who will not continue to graduation
 - d. Of discovering what can be done for these dropouts in the way of part-time or evening school
5. Extended study of background of discipline cases
6. Further study of attendance problem
7. Additional study of new techniques of testing and evaluation
8. Better liaison between school, community, and other agencies assisting youth with their adjustment problems

C. Program

1. Meaningful courses which will meet the individual needs of slow learners (I.Q. 75-90) and of students who have failed
2. Coordination and further enrichment and/or acceleration of courses for the gifted child
3. Continuous appraisal of curriculum and the implementation of recommendation

D. In-Service Training for Counselors

1. Continued and increasing awareness of current guidance practices
2. Continual evaluation, revision, and expansion of present guidance program
3. More time for counselors to study educational and vocational possibilities for youth
4. Planned program of visitation to institutions of higher education and training
5. Increased knowledge of industries offering vocational opportunities to youth

QUESTIONS AND TOPICS FOR DISCUSSION

1. Compare the guidance functions of teachers in the senior high school with those of teachers in the junior high school.
2. Compare the guidance functions of the person in charge of the guidance programs in the junior high school and in the senior high school.
3. Who should accept the responsibility of articulation between the junior high school and the senior high school or between the elementary school and the high school? What should be done about it?
4. How do the guidance problems of large and small high schools differ?
5. Differentiate between educational, vocational, and personal guidance on the senior-high-school level.
6. Outline an articulation program between the junior high school and the senior high school that will make for excellent personal adjustment of new entrants.
7. What should a guidance office provide in the way of information about the costs, entrance requirements, and programs of colleges?
8. How well should teachers be informed on the admission requirements for college entrance?
9. What do you consider to be the greatest guidance function of the teacher?
10. What considerations should influence the final choice of a college?
11. In what way can television be of help in vocational exploration?
12. Why is it important that teachers know the personal problems and urges of the adolescents in their classes?
13. Show how you can introduce an attitude-development program into a high-school guidance plan for the entire school.
14. Evaluate the guidance plan used in the senior high schools of Schenectady, New York.
15. To what extent are the articulation problems between senior high school and colleges the responsibility of the high-school guidance personnel?
16. Programmatic Case Study:

You are an experienced teacher in a coeducational high school having a student population of about 2,500. You teach one class and are assigned for 20 periods per week as dean of students. You meet New York State requirements for the permanent certificate in Guidance and School Counseling. The school has been established for about 40 years in a neighborhood that until recently was inhabited by hard-working, law-abiding American citizens who were conscientious in rearing their children and who co-operated well with the school. A minority of the students were preparing for college entrance.

At present, the student body has changed to include a mixture of national, racial,

and religious backgrounds. The average mental ability level has decreased, especially in the lower grades; an increasing number of parents are doing a poor job of child rearing and are unco-operative in their relations with school personnel, partly because their own educational background is meager and they do not understand secondary-school objectives. Their main ambition is to have their children get good jobs that pay high wages after all the years they must spend "fooling around with books." A few parents object to the compulsory education law that keeps their children from going to work to help support the family before they are 16 years old. Many of the boys have part-time jobs that consume most of their after-school hours. There is a constant demand upon the school for part-time job placement. Some of the boys and girls, having little if any parental supervision, are disinterested in school study, are members of neighborhood gangs, truant, defy authority, and engage in acts of vandalism and other asocial behavior.

Although the school offers an academic, a commercial, and a general curriculum, the majority of the students are in the general curriculum. The school personnel consists of the principal (appointed to the school about 6 years ago), a newly-appointed administrative assistant, a librarian (in the school for the past 30 years), and a staff of about 65 teachers, most of whom are "old-timers." The principal recognizes the need for an active, well-organized program of guidance services but has had little training or experience in this field. The administrative assistant, who also lacks training in the guidance field, is "Head" of guidance, in addition to his other administrative duties. There are eight grade advisors, older members of the staff who have had this assignment for the past ten years or longer. They are assigned one period per day for this work, and their main function is to help students plan their course programs. Each adviser works independently of the others and takes orders directly from the administrative assistant. The latter, who is aiming for a high-school principalship, has worked out on paper a program of guidance services which includes the administration of special aptitude and interest evaluating techniques, teacher referrals to the Dean of Students, and individual counseling. The teachers, including the grade advisers, are more concerned about attempting to teach their subjects to classes including many slow learners than they are in the welfare of individual students.

You, as the Dean of Students, are little more than a disciplinarian, in spite of the fact that you are the only trained counselor in the school. Although you attempt to help the students referred to you as discipline cases, the load is so heavy that the most you can do is enlist the co-operation of community agencies for those nonconforming students who have not already become involved with the courts. The principal is in sympathy with your point of view and thinks highly of your work, especially your efforts to educate some of the parents and organize an active teacher-parent's association that will cross "class" lines. He has promised you that when the present administrative assistant leaves the school for a principalship (which may be within the year) you will become acting administrative assistant, and that he will recommend you for the administrative assistant qualifying examination. In the meanwhile, he wishes you to plan an effective program, and confer with him concerning breaking down staff resistance to active participation in guidance services. He also has suggested that you select several teachers, who already have displayed potential interest and ability, to take formal training in the field.

After reading the case problem carefully, summarize your responses according to the following:

- (1) Evaluation of the situation—chief positive and negative factors.
 - A. Major issues of policy involved.
 - B. Main guidance needs that are apparent.
- (2) Suggestions for improvement
 - A. Significant contributions that can be made under existing conditions.
 - B. The most likely points of attack for the development of a guidance-pointed approach to the situation.

16

GUIDANCE IN JUNIOR COLLEGES

Junior colleges or community colleges have been established to provide academic and vocational education. They function as either terminal institutions or feeders for regular four-year colleges.

FUNCTIONAL ASPECTS OF THE JUNIOR COLLEGE

The concept of a two-year junior or community college bears some slight resemblance to that of the junior high school. It can be recalled that the original purposes for establishing junior high schools in the early 1900's were (1) to help young people bridge the gap between elementary-school teaching approaches and those of the senior high school, thereby preventing the excessive number of dropouts during the freshman year of the senior high school, and (2) to provide opportunities for vocational exploration. The establishment of junior or community colleges represents attempts (1) to provide the beginnings of a college education for high-school graduates who, because of their younger age or for other reasons, might be expected to achieve more successfully in a nearby community institution rather than in a four-year campus college relatively far-removed from the individual's home; (2) to continue specialized vocational training begun in high school which can be completed satisfactorily in two years.

Historical perspective The junior-college concept originated at the University of Chicago where, in 1896, both a four-year college and a junior college were established. Six years later, in 1902, a public junior college was organized in Joliet, Illinois. In 1907, legislation was enacted in California for the establishment of junior colleges in that state. From that date onward the concept of the junior college, having become deeply rooted in California, continued to spread throughout the entire nation. In fact, both senior and junior colleges have been established on the same campus. This form of organization is rare, however.

Until 1950, the number of public and private junior colleges was about equal. Since then, state- or community-supported two-year, post-high school institutions have taken the lead.

Educational objectives The junior college serves two general purposes. First, its curriculum is geared to provide basic academic preparation for those individuals who plan to continue their education through at least four years of college study. Second, since many junior-college graduates cannot or do not wish to engage in formal education beyond this point, the program is related to the community's vocational activities; considerable emphasis is placed on the co-ordination of curriculum offerings and employment opportunities. It should be noted that there also have been established some one- or two-year institutions affiliated with vocational high schools for the purpose of refining skills that were begun on the lower-school level.

Satisfying college requirements and meeting community needs pose curriculum-planning, teaching, and counseling challenges to the members of junior-college faculties. Many of these institutions are careful to offer courses that are credited in the colleges into which they feed. In some instances, there are very good working relationships between a regular college and its "feeder" junior colleges. As terminal schools, junior colleges are called on to ensure for their students training toward occupational competence combined with general education.

Junior colleges differ in what they emphasize. In many, the primary concern is meeting college accrediting standards; success is evaluated in relation to the number of their graduates who have been accepted by four-year colleges and have continued to be good academic students. There are others, however, that take pride in helping their students develop those skills that can be marketed on completion of their two-year course.

The aims and advantages of the junior college are well stated in the catalog of the Flint, Michigan, Junior College as suggestions to prospective enrollees.

The community-type college offers to the citizens within the area it serves:

The availability of education beyond high school in advanced academic work or vocational training;

A flexible arrangement of courses which will permit completion of a program of study within two years;

A "trial" period at the college level for students who may be doubtful of their ability or interest in a program of higher education;

A substantial reduction in financial outlay through being able to live at home;

Home environment during the first two years of college;

Greater opportunity for self-financing through part-time employment;

One and two year courses which prepare directly for employment within the community;

Close contact between faculty and students.

Public support of junior colleges As we suggested earlier, many junior colleges have been organized to meet community needs. Although some institutions of higher learning that began as junior colleges have become state-recognized four-year colleges, many educators and state officials have sufficient faith in the worth of the junior-college ideal that they are willing to provide for their maintenance through public monies. The cultural and educational advantages for many high-school graduates of a community justifies the expenditure of public money. In fact, the primary purpose for supporting junior colleges in a community may be to extend educational opportunities beyond the secondary level, without necessarily following a curriculum leading to the completion of a four-year college program. Some publicly-supported two-year colleges are sensitive to the need of preparing interested students for further education leading to a bachelor's degree in a four-year college. They are concerned especially, however, with offering the kind of program that will enable their graduates to assume community leadership responsibilities and achieve success in the occupational field of their choice.

Recently, eight representatives from the United States Office of Education and twenty professional workers in the two-year college field participated in a conference at Washington, D.C., the purpose of which was co-ordinating two-year colleges in state educational systems. At the time of this conference, about one-eighth of all degree-credit students were enrolled in two-year colleges. Attention was directed to the probability that, with the expected doubling or more of college enrollments during the next ten years or so, the role of the two-year colleges will become increasingly significant.

According to the report of this conference, most states require a local survey, usually involving professional educators and lay citizens, to be made concerning the educational needs of a community before state approval is granted for the establishment of a new two-year community college. These surveys cover matters such as number and character of potential enrollees, curricular needs, possible facilities for housing and implementing the program, availability of qualified staff members, and, of course, needed and available budgetary provision.

If two-year colleges are to function so that the best interests of the respective communities are served, the objectives and organized educational activities of these institutions need to be co-ordinated. The participants in this conference unanimously agreed that the functions of the State directors or supervisors of two-year colleges in a state educational system should be those summarized in the following statements:

1. To perform the mandate of the legislature and to administer the regulations of the official State educational agencies.
2. To provide consultant services and leadership in developing and modifying programs according to objectively determined needs of the State and the communities in which 2-year colleges are located.

3. To provide consultant services and execution of procedures for processing connected with creating new institutions.
4. To coordinate with other agencies the work of the 2-year colleges with particular reference to two areas:
 - a. Programs, so that effective articulation with the secondary and higher levels of education occurs.
 - b. Legislative activity, so that the interests and views of the workers in the 2-year colleges are known to other State administrative agencies.
5. To assemble and publish statistical information and research data relating to the 2-year colleges and all phases of their operations.
6. To foster the institutional identity and integrity of each 2-year college in the State in a fashion consistent with the other functions already stated.¹

We have given considerable space to a discussion of the developing concept of the two-year college. Probably, in the very near future, school people, especially counselors on the secondary-school level, will be faced increasingly with the problem of helping more and more young people discover opportunities to continue their education, either academic or vocational, beyond high school. For various reasons, not excluding expected pressures on four-year colleges, the junior college may be the answer to youth's demands for extended education. Hence high-school guidance staffs can be of assistance by knowing about these institutions, their geographic availability, curricular offerings, and suitability for individual counselors.

A guidance philosophy Guidance policy at the junior-college level varies with the specific needs of the institution. The need for guidance and for a well-considered program is generally recognized. Some institutions, such as Stephens College, Missouri, have formulated a basic philosophy for all who participate in their extensive guidance program. The functional aspects of guidance at Stephens College are presented here:

At Stephens College the adviser plays a strategic role. Every faculty member at Stephens performs a dual function. He serves not only as a teacher but also as an adviser. Thus each adviser-teacher is connected to the administration in two ways commensurate with his dual function. As a teacher he is responsible to the office of the Dean of Instruction, and as an adviser to the office of the Dean of Students. While administratively these two are distinguishable, in actual practice and in educational aim there is the closest kind of cooperation and mutual assistance.

The Board of Advising Chairmen, a selected group of experienced faculty members chaired by the Director of Counseling Services, is charged with the responsibility of the advising in-service training program and for continuous evaluation and improvement of advising and counseling procedures. Each of the Advising Chairmen meets with a small group of faculty advisers during Fall Conference and throughout the year to provide a channel through which the total faculty may contribute to more effective functioning of the program.

¹ *Coordinating 2-year Colleges in State Educational Systems*. United States Department of Health, Education, and Welfare, Washington, D.C., 1957.

Within the structure of the counseling program, mutually concerned with the welfare of the advisee, are the Dean of Students, the Adviser, the Counseling Service, the Residence Counselor, and the Admissions Counselor. The adviser is central in the activities involving the advisee but it is possible that in a given situation another person concerned may more actively contribute to the working out of the situation. In order to function best in such an arrangement there must be assumed an atmosphere of mutual respect, a recognition of professional integrity and a freedom for communication between all parties concerned.

The basic relationship in this program is that of the adviser to the advisee. It is one of the key means by which the advisee's education is individualized. It is important for the adviser and advisee to understand the nature and purpose of this relationship. The essence of this concept is the maintainance on the part of the faculty member of a continuing personal interest in each advisee. There should be friendliness and confidence and each should respect the individuality of the other.

The advising situation in which the faculty member informally counsels the student differs from the professional counseling situation. The adviser is primarily interested in assisting the advisee in the learning process and in achieving self-dependence. The adviser is in some ways an adult friend whose experience, knowledge and support provide the advisee with the desired direction and encouragement. The extent to which a counseling relationship is allowed to develop will vary according to the concerns and maturity of the advisee and with the training and experience of the adviser. The adviser in an early conference with the advisee should outline the general limits within which counseling will take place. The counseling situation within these limits is a confidential situation. The adviser should clarify his position at the same time that he provides for the student a climate which will allow the most effective relationship.

The following are *basic assumptions* which underlie the Stephens advising program:

1. In order to function adequately a counseling program must be dynamic (self-powered) and flexible. It must be appropriate to both the faculty member and the student. Since its possibilities are the limitless ones of human relationships, it cannot follow a fixed pattern.
2. The effectiveness of the program depends upon the extent to which the individual student is helped to uncover, accept, define and solve her own problems in growth and development.
3. The emphases are upon the student's discovering her fundamental needs and exercising her own initiative in meeting them rather than upon specific problems, expressed or unexpressed, which may be after all only symptomatic.
4. Although it is the student's responsibility to make her own decisions, looking toward the solution of her own problems, it is the adviser's responsibility to help her uncover the data and develop the techniques that are necessary for making decisions and solving problems.
5. The student is to be considered as a total personality and helped to plan her program in line with her interests and abilities.
6. Learning and growth are possible only when there is a will to learn. Thus the student must assume primary responsibility for her own learning.
7. An understanding, objective non-evaluating attitude on the part of the adviser is more helpful than a patronizing, laissez-faire, paternalistic or moralizing one.

8. Giving "directives" to a student, judging or pitying her, or arguing with her is not apt to help her solve her problems.
9. Time spent helping a student recognize and accept responsibility is time well spent.
10. No matter how comparatively successful a faculty member may be in fulfilling his advising function, there is always room for improvement and growth in both understanding and skill.

Although method plays an important part, the personality and the insight of the adviser-teacher plays a more important part in the Stephens Advising program. Certainly there is no one prescribable method, no one approved procedure, for developing truly democratic human beings. The secret of democratic living lies deep within the individual. It is in a way of thinking and doing which gives a particular character to the personality. It involves a genuine "acceptance" of others and a recognition of their right to think and act as intelligent human beings as well as a sense of responsibility for group attitudes and activities.

GUIDANCE NEEDS OF JUNIOR-COLLEGE STUDENTS

The entrant into a junior-community-college is likely to have guidance needs that are similar to those of a young person who attends a four-year college in his home town, but that are different from some of the problems encountered by a student living away from home at a campus college.

General guidance needs Orientation to a two- or four-year home college may not present so serious a problem as orientation to a campus college. Yet, each student needs help to achieve the most benefit possible from his stay at the college, as well as to learn to utilize his talents to their capacity. Suggestions for the areas of orientation, study habits, social activities of college life apply also to the junior or community college. These are discussed in Chapter 17. Some community-college students experience guidance needs that are peculiar to their educational and personal status.

Uniqueness of the problem For example, a gifted young person may earn graduation from high school at an early age. His academic record is much superior to that of most of his fellow graduates. Emotionally and socially, however, he may be too immature to get a good start in a four-year campus college. During his "growing up" period, attendance at a good community college would seem advisable.

Since this means that he will enter a campus college at the beginning of his junior year, a serious problem may arise at this point. He will need to find a place for himself among his classmates who, having entered the four-year college as freshmen, are well acquainted with one another and may not be willing to include the newcomer in their various groups. Hence junior-college

counselors have the task of so guiding the social attitudes and activities of this student that he is accepted by his fellow students in the higher school.

Another adjustment problem sometimes experienced by a high-school graduate is associated with the selection of his life work. Some individuals spend much of their adult lives, as they drift from one occupational field to another, in attempts to solve their problem; others follow parental wishes rather than their own interests, sometimes with disastrous results. A high-school graduate's uncertainty or conflict in the area of vocational choice can stem from one of two other causes: (1) the graduate has earned success in his high-school studies and is interested equally in several occupational fields—he is not ready to make a final decision; (2) the graduate's high-school achievement has been mediocre, but he is overambitious in his choice of a vocation.

The counseling approach to these two types of students differs. The versatile individual needs help in discovering a broad vocational field which could offer him the best opportunity to utilize his particular talents. The guidance procedure to be applied would include (1) administration of appropriate aptitude and interest tests, (2) co-operation of instructors with the student and his counselor, (3) conferences between the student and leaders in the tentatively selected vocation, (4) consideration of available training institutions and suitable programs of study, and (5) possible try-out experiences. The counselor-counselee relationships usually are pleasant and fruitful.

Counseling a mediocre, overambitious student is a different, often ineffectual task. He probably is attending a junior college because his academic record in high school was inadequate for admission to a four-year college. Moreover, he and his parents are likely to explain his low grades as resulting from poor teaching and non-appreciation of his ability by the lower-level school.

An individual of this kind may demand to be assigned to difficult courses in which he hopes to remove his deficiencies. Since he does not recognize his mental limitations, he refuses to follow a counselor's program recommendations. In a situation of this kind, therefore, the counselor can do no more than inform him about the school's standards and alert him to the probability that the difficulty of the selected course will entail not only much concentrated study but also greater ability than he has evidenced in his past learning experiences.

If the student still insists on following his own plan of studies, he should be permitted to do so. The experienced counselor, in spite of his belief that the student will fail to achieve success, knows that the young person himself must discover his inadequacies before he becomes convinced that his level of educational aspirations are too high.

Personal adjustments The junior-community-college counselor constantly is confronted with problem situations associated with students' difficulty of ad-

justment. Although all or most of these young people live at home, they soon discover that school demands on their time and energy differ from those experienced in high school. The kind and seriousness of a particular student's problem of adjustment depends, however, on his personal attitudes and power of adaptability. Hence the counselor needs to have insight and understanding.

The bright but still immature young student is eager to gain academic success, but he also desires to be an active participant in college affairs. In addition, he has home interests and some family responsibilities. Hence he may come to feel that he is weighted down by all the demands on him of his many obligations. Since he still is too immature emotionally to solve his adjustment problems, he needs the assistance of an understanding counselor to plan a balanced program of college and home activities.

Help in morale-building is needed by the overambitious student who experiences failure in his self-selected college courses. It is not easy for a young person to find that his abilities cannot keep pace with his educational and vocational interests. In a situation of this kind, it is the function of the counselor to attempt to change his attitude, guide his thinking into more realistic channels, and work with him toward the acceptance of lower and achievable goals.

Some high-school graduates have little if any interest in educational advancement. If the family's economic status is such that the individual does not need to go to work, he may enroll in a community college merely for the prestige value attached to "going to college." It is not difficult for the counselor to spot this type of student. Excessive participation in social activities or athletics, cutting classes, cheating in examinations, and inadequate preparation of study assignments are recognized by the counselor as symptoms of an underlying lack of desire to learn. Other problems of adjustment, requiring the attention of the counselor, are those common to many older adolescents, such as poor physical stamina, too-great involvement in love affairs, and religious conflict.

Many of the personal difficulties discussed in this chapter are experienced by high-school students in the upper grades as well as by freshmen and sophomores in four-year colleges. These problems have been given special consideration here because of their appropriateness. The relatively small student population characteristic of most junior-community-colleges offers guidance personnel a better opportunity to help older adolescents chart their life course than is possible in larger and perhaps more impersonal educational institutions.

JUNIOR-COLLEGE GUIDANCE PROGRAMS

Guidance personnel of the community college must be prepared to continue and expand whatever services were available to their students on lower-

school levels. Whether the two-year program represents terminal education or the beginning of advanced study, it is concerned with the student's eventual vocational goal and citizenship responsibilities.

Special aspects of guidance activities Many of the guidance services offered in junior college are similar to those in schools on other educational levels. Emphasis may differ, however. Co-operation with "feeding" schools and four-year colleges, study of student potentialities, career-planning, and follow-up of graduates are stressed in most of these two-year schools. The fact that junior colleges are recognizing their special guidance and counseling responsibilities is evidenced by the increasing number of well-organized programs being developed by them. We now shall present examples of some of these services in action.

Co-ordination of two-year colleges with secondary schools Attempts are being made on the state level to encourage functional relationships between high schools and junior colleges. Colorado, for example, has a Secondary School-College Relations Committee which meets regularly to discuss problems of high-school students, including how they can best relate the outcomes of high-school learning to study in junior colleges and other institutions of higher learning. The committee submits reports of its findings to the principals of secondary schools, to members of the state junior-college association, and to representatives of other institutions of higher education.

In Michigan, 45 colleges, including community colleges, and 163 secondary schools have entered into a "College Agreement Plan." The purposes to be served are (1) to permit graduates from any of the secondary-school members of the plan to enter any one of the co-operating college institutions without college prerequisites if he is recommended by the principal of the secondary school, and (2) to sponsor a series of workshops each year at which common problems are discussed. Thus, a high-school graduate, on the recommendation of his principal, may be admitted to college without regard to the pattern of courses taken in his secondary school and without regard to the status of the school's regional accreditation.

The California Education Code provides that the administrative head of a public junior college may admit any nongraduate from high school who is over 18 years of age and who seems able to profit from the instructional program of the college. In practice, this is implemented by allowing the entering student to choose his curriculum for major study. If he does not qualify for this curriculum, he must take basic work to prepare him for it. He is, nevertheless, a member of the junior-college student body and is granted all of the rights attached to such membership.

Orientation programs A "Continued Practice" in counseling used in Tyler, Texas, Junior College, has proved to be very effective. Reported briefly, the steps are these:

1. The first step in this program comes with "Career Day" held in the spring. Seniors from all high schools in the area are invited to attend, and almost 100 per cent do come. They arrive early, are met by hostess committees of students who show them about the building and campus of T. J. C. A program follows, then conferences are held in class rooms where outstanding speakers from various major fields give information concerning those fields, and a question-and-answer period follows. Lunch is provided by the college, and a program follows for the afternoon.
2. Following "Career Day" visits into the individual schools are made. Permission has been granted for several years now for a "caravan" of faculty members and administrators to visit in each high school in the T. J. C. territory to counsel with the members of the senior class concerning their plans for college. The "caravan" consists of different members from time to time including the Dean, the Registrar, one or two members from the counseling committee, and one or two faculty members who have "light" days occasionally. They are counseled along the lines of how their future in T. J. C. can blend in with their choice of senior colleges. Individual programs are outlined, and questions are answered.
3. Prospective students have the privilege of registering at the college throughout the summer. Here, again, they are counseled. If they have changed their minds about their major fields, and many of them have, new programs are worked out in line with the senior college they plan to attend after finishing T. J. C.
4. Orientation week for all freshmen is held immediately following registration, usually the first week in September. An assembly comes first, handbooks are passed out, information from various departments of the school is given, and a battery of tests follow. Tests include English, numerical ability, Psychological, Study Habits and Attitudes, et cetera. The English scores serve as a basis for placing students in basic English which meets 5 times per week, regular college English (3 times per week), or enriched English, also 3 times per week.
5. These tests are scored by machines in Austin and returned early to the college. Upon receipt of the graded tests, freshmen are divided into groups of 20 to 25 according to their major fields, test scores are run according to medians, first and third quartiles, and test sheets are divided. All information is given to faculty members, who, in turn, call students in for conferences. Test results are explained first, the student is shown his weaknesses and counseled along those lines and told how he may improve his study habits, etc. Then follows counseling on general academic work now in progress, his adjustment to all phases of college life, and his plans for the future.
6. This is all done before the first nine weeks' reports go out; and if the students' grades are low on those first reports, further counseling continues during the second nine weeks.
7. Counselor's office is used as a clearing house for students who have changed fields since registration, and for students who need further counseling along other lines.
8. The spring counseling program is similar to that of the fall. Beginning freshmen are given Study Habits and Attitudes, English, and Psychological Tests. The students are then counseled in a similar manner as the fall students. For second semester freshmen registration cards are studied, regrouped according

to changes in major fields, and the students called in for counseling. Reasons for changes are examined, causes of failure during the first semester, and any other problems which may have occurred during the first semester are discussed.

9. Sophomores are also eligible for counseling concerning any problems that they might have; however, most of their problems concerning academic work are ironed out at registration time in preparation for their graduation in the spring. This is an all-inclusive counseling program, and both students and faculty members gain from the information received during the conference.
10. A freshman orientation course is taught in the fall, one hour per week for the first semester. Students are divided into four large classes and taught by the counselor. Progress reports are given from time to time and conferences follow when answers seem to be doubtful.

In this course are included orientation to T. J. C., how to study, use of the library, occupations, developing a sound philosophy of life, dating—courtship—marriage.

Career-planning Career-planning is a two-way project. The counselor acquires as much information as possible about the student's interests and potentialities. The counselee is briefed by the counselor and other qualified persons about available educational and vocational opportunities in his field of interest. During a series of interviews, the counselor and counselee then interchange ideas aimed at decision-making. The planning is engaged in cooperatively by the two, but the final decision must be that of the student.

Career-planning is a definite phase of guidance at Compton College, California. The need for intelligent counseling in this area is stated clearly in the following excerpt from a report of the Compton program. The various underlying bases of vocational selection included in the list can apply to many young people, not only junior-college students.

Occasionally a student approaches the problem of choosing a career, planfully and intelligently. More frequently the student makes superficial choices, in a more or less haphazard manner. Since the aim of the counselor is to discover underlying motives as a basis for guidance it may be helpful to review some of the more common reasons for unsuitable choices.

A. Repressed desire of parents

Parents, particularly those who feel thwarted, often hope for better things for their sons and daughters. Laborers often want their sons to acquire white-collar status, and white-collar fathers want their sons to enter professions.

B. Family tradition

Students sometimes are forced to accept the family tradition of continuing on in the same profession followed by previous generations.

C. Glamour

It is obvious in many cases that the student is interested not in the task involved, but rather in the externals apparent to the casual observer, i.e., doctors drive fine cars, successful actresses live in luxury, aeronautical engineering is synonymous with high adventure, etc.

D. Short cuts to wealth

Young people still hope to find a quick road to wealth and power which will provide the opportunity to enjoy, possess, and do the things they have wanted. Now, when good-paying jobs are plentiful, students are likely to see only the quick, easy money and forget that these jobs are limited in terms of advancement, individual challenge, security and self pride.

E. The influence of personalities

The student who admires and does well with a particular teacher and subject may be attracted unconsciously into a certain field, not because of the nature of his own abilities but because of the teacher's personality. Similarly the young man who enjoys the friendship of one who is successful in a given field, or in preparation for a given field, may follow blindly in his path.

F. Misleading successes

Quick success as the reporter on the school paper, the lead in the senior play, and the president of the freshman class often seems to the students that they are off to a flying start in the respective fields of journalism, drama, and politics.

These are but a few of the typical patterns of thinking which lead to occupational choices. The counselor will find it best to accept the stated goal as a starting point, helping the student to study the requirements of the job, comparing them with his own qualifications, and outlining the preparatory steps to a successful career in the field. Although the counselor cannot choose the specific vocation, he should be prepared to guide the student discreetly away from fields for which he is definitely unfit, and from jobs within a field for which he is poorly adapted by reason of his capacity.

Functions of the counselor The activities of a junior-college counselor are many and varied. We have referred to some of them throughout the chapter. A good summarization of the areas of counseling in both individual and group situations is the list reported by Baltimore, Maryland, Junior College.

Group Meetings

- I. With entering students for registration purposes
- II. With freshman students in scheduled classes for their orientation
- III. With groups of interested high school pupils to visit the Junior College
- IV. With high school seniors to present the opportunities in the Baltimore Junior College

- V. With students to present educational and occupational information
- VI. With faculty members to instruct them in registration procedure
- VII. With representatives from four-year colleges for interested students

Interviews

- I. Students to consider:
 - A. Admission to the Junior College
 - B. Educational and vocational plans and opportunities
 - C. Graduation requirements with every prospective graduate
 - D. Health problems in relation to scholastic achievement
 - E. Information on
 - 1. Selective service
 - 2. Regulations governing veterans
 - 3. College transfer
 - F. Personal problems
 - G. Schedule making and schedule changes
 - H. Socio-economic problems
 - I. Status with respect to being on probation or on condition
 - J. Subject difficulties
 - K. Test results and their implications
 - L. Withdrawal from school
- II. Parents on
 - A. The Junior College offerings
 - B. Admission of students
 - C. The adjustment of students
 - D. Educational and vocational plans for the student
 - E. Personal problems of students
- III. Faculty members to
 - A. Become better acquainted with the course content
 - B. Discuss student problems
 - C. Give or receive information about individual students
 - D. Plan courses
 - E. Share educational or occupational information pertinent to the subject field

Placement

- I. Refers students who graduate or withdraw to the Placement Service of the Department of Education
- II. Refers students to other colleges for transfer

Testing

- I. Administers placement tests: English, mathematics, and reading
- II. Administers national college sophomore tests
- III. Schedules aptitude and interest test battery administered by the Department of Aptitude Testing of the Department of Education

Records and Research

- I. Collects and organizes a file of educational and occupational information
- II. Distributes, collects, and files character ratings of students

- III. Follows up graduates and withdrawals
- IV. Has custody of the students' cumulative records
- V. Records the results of special tests
- VI. Supplies information about students to employers and others
- VII. Verifies the students' candidacy for graduation

Miscellaneous

- I. Assists in the general planning and activity of the college
- II. Cooperates with the treasurer regarding student fees
- III. Coordinates the philosophy of the counseling program with the basic philosophy of the college
- IV. Corresponds with students, parents, and others regarding entrance, curricular offerings, credits, etc.
- V. Issues the annual catalogue
- VI. Prepares news items for publicity
- VII. Visits local colleges to coordinate the Junior College program with their curricula²

Over-all guidance program Although examples of current procedures in various areas of guidance have been presented, the reader may profit from reviewing an over-all program. For this purpose we have selected the organized plan for guidance services at the Phoenix, Arizona, Junior College.

The Dean of Students serves as the Director of Student Personnel and Guidance Services.

The areas of service are divided as follows:

- I. Guidance
 - A. Counseling
 - 1. One full-time counselor who is housed in the registrar's office. A point of contact is maintained with students as they enter college.
 - B. Testing and Placement
 - C. Orientation
- II. Curriculum Advising
 - A. All Faculty Members
- III. Co-Curricular Activities
 - A. Financing
 - B. Services and Organizations

Coordination of Personnel and Guidance Services to other Services and Areas.

Reports concerning excessive student absences are processed by the Personnel and Guidance Office and followed up as necessary.

The Dean of the College, the Dean of Instruction, Director of Evening College and five faculty members serve on the curriculum committee. All curriculum changes must be approved by this committee.

All referrals to the District Psychologist are approved by the Dean of Students. Students are referred to the reading clinic by the curriculum advisors on the basis

²From *The Program of Guidance and Placement*. Courtesy of the Baltimore Public Schools.

of guidance test results that are made available to all college staff members, as well as to the individual student.

The Health Committee coordinates all matters pertaining to student health.

Parents who contact the college are referred to the Student Personnel and Guidance Office.

The Student Personnel and Guidance Office is the point of contact for churches and community groups that sponsor student organizations.

Welfare agencies that are interested in students are referred to the Student Personnel and Guidance Office.

A bi-yearly meeting is held of Student Personnel staff members of the institutions of higher learning of the state. Consideration is given to coordinating testing, information exchanged concerning transferring students, etc.

Phoenix College is a municipally supported junior college. The college conducts a multiple orientation program. A representative from the college joins a team, composed of representatives from the other colleges in the state, and visits in each of the high schools in the district. The purpose of this program is to give the high school seniors information about college in general and to answer specific questions of students interested in each college. Following this contact, seniors from each of the high schools spend a day on the Phoenix College campus, at which time they visit classes of their choice, attend an orientation assembly and take the SCAT.

At the time of registration, an orientation assembly is held at which time information is given to assist the students in making a satisfactory adjustment in college. At least once each semester an orientation program is held which teaches values related to class attendance, intellectual development and spiritual development.

Curriculum advising is given by instructors throughout the college. At the time of registration, each student is assigned a curriculum advisor. This curriculum advisor approves any change in the schedule of a student, distributes mid-term and final grade reports, and counsels with students during the semester as need and time permits. Curriculum advisors may refer students to the Student Personnel office either by suggesting that the student seek help or by referring the name to the office.

All personnel service staff members serve on the Guidance Committee along with faculty and administrative representatives. Policies, procedures and methods of coordinating all personnel and guidance activities are considered by this committee. Recommendations are made when a need is discerned.

The Co-Curricular Activities at Phoenix College are financed by an Associated Student Activity Fund which is obtained by collecting from students at the time of enrollment. This fund is administered by the Advisory Committee. The Advisory Committee is composed of the Associated Student Officers, the Associated Women Student Officers, the Associated Men Student Officers, seven Student Commissioners, five Faculty Members, the Dean of Students and the Dean of Women. It is the duty of the Advisory Committee to prepare the budget for appropriating Associated Student funds. This program involves students in administration and also makes it necessary to evaluate the program of the various campus activities in relation to the disbursement of funds.

The Student Welfare Commissioner serves on the Student-Faculty Health Committee which is responsible for recommending and implementing policy pertaining

to the campus health program. Values are taught through evaluating the health program and recommending new policy.

A series of programs is presented by the Forum Committee. It is the object of this committee to present programs dealing with vital problems of current interest. This program attempts to help students think discriminately concerning controversial questions and, if not define values, at least be exposed to some of the thinking related to the subject.

The International Relations Club participates in the Model United Nations and attempts to teach international understanding.

The men's and women's social clubs of Phoenix College attempt to teach the relationship of social, academic and community values. The Inter-Fraternity Council coordinates fraternity activities and the Inter-Sorority Council coordinates sorority activities. Special interest clubs are sponsored by the college to afford students the opportunity to explore and develop more completely specialized interests.

The Associated Men Students and Associated Women Students each conduct a program of special interest for their membership. These programs attempt to teach the value of concern for the general welfare of the total membership of the college.

The Honor Board, composed of eleven outstanding sophomore women, and the Thirteen Club, composed of twelve outstanding sophomore men, attempt to teach the value of responsible leadership, academic achievement and create a friendly college community.

QUESTIONS AND TOPICS FOR DISCUSSION

1. Discuss the advantages of a junior college to a community of 50,000 citizens; 200,000 citizens.
2. Enumerate the limitations of a junior college.
3. Study the growth of junior colleges over the past sixty years. Report your findings.
4. What special guidance problems are posed by attending a junior college?
5. Compare the guidance problems of the junior-college student with those of the senior-high-school student.
6. Compare the orientation problems of the junior-college student with the orientation problems of the regular college student.
7. Evaluate the orientation programs for junior-college students included in the chapter.
8. Evaluate the orientation programs for junior-college students in other junior colleges known to you.
9. Discuss the value of the "College Agreement Plan" in Michigan.
10. Indicate the values associated with career-planning in junior colleges.
11. Justify the functions of the counselor in the junior college of Baltimore, Maryland.
12. Critically evaluate the guidance services offered by the Junior College in Phoenix, Arizona.

17 GUIDANCE IN FOUR-YEAR COLLEGES

The guidance needs of junior-college and four-year college students differ somewhat both in extent and intensity. Yet some aspects of guidance or personnel services are common to the two types of institutions. For example, orienting the student to college and university life is coming to be an accepted guidance activity of schools throughout the United States. Beginning with honors courses in the early twenties and moving into "freshman week" shortly thereafter, both large and small colleges have been introducing formal guidance programs into their organizational structure. With the present increase in the number of young people who go to college there is a corresponding increase in the need for organized guidance aimed not only at orientation to the college but at adjustment throughout the college course as well. In this chapter guidance activities that differ from and extend beyond those found in junior colleges are considered.

OBJECTIVES OF HIGHER EDUCATION

The aim of education in an institution of higher learning is related to the purpose for which the institution was established. In this discussion we are concerned with the liberal arts aspect of the general education that should be provided on the college or university level, as well as with the specializations that may be undertaken. The following objectives of higher education listed by the President's Commission on Higher Education are worthy of consideration:

1. To develop for the regulation of one's personal and civic life a code of behavior based on ethical principles consistent with democratic ideas.
2. To participate actively as an informed and responsible citizen in solving the social, economic, and political problems of one's community, State, and Nation.

3. To recognize the interdependence of the different peoples of the world and one's personal responsibility for fostering international understanding and peace.
4. To understand the common phenomena in one's physical environment, to apply habits of scientific thought to both personal and civic problems, and to appreciate the implications of scientific discoveries for human welfare.
5. To understand the ideas of others and to express one's own effectively.
6. To attain a satisfactory emotional and social adjustment.
7. To maintain and improve one's own health and to co-operate actively and intelligently in solving community health problems.
8. To understand and enjoy literature, art, music, and other cultural activities as expressions of personal and social experience, and to participate to some extent in some form of creative activity.
9. To acquire the knowledge and attitudes basic to a satisfying family life.
10. To choose a socially useful and personally satisfying vocation that will permit one to use to the full his particular interests and abilities.
11. To acquire and use the skills and habits involved in critical and constructive thinking.¹

A COLLEGE PERSONNEL PROGRAM

The guidance or personnel program should receive the active co-operation of the college staff. The student is the individual to be served, and everyone connected with the college should be concerned with his welfare. In a large college or university there should be guidance specialists who plan and organize a guidance program suited to student needs and to the particular educational purposes of the institution. In addition to the specialists, there should be guidance-minded instructors who can be assigned special guidance responsibilities as part of their regular schedule. All other instructors should be alerted to the importance of the aims and functions of the guidance program to the end that they will help and co-operate in guiding students within the range of the special guidance implications contained in their areas of learning.

Specific areas of guidance A well-conceived guidance program should consider every aspect of student interest and welfare. The important functions are these:

1. To interpret institutional objectives and opportunities to prospective students and their parents, as well as to the feeding secondary schools
2. To select and admit students in co-operation with the secondary schools
3. To orient students continuously as they embark on each new phase of college life

¹ United States, President's Commission on Higher Education, *Higher Education for American Democracy*, Vol. I, pp. 50-57. Harper & Brothers, New York, 1948. Quoted with permission.

4. To provide a diagnostic service to help students discover their abilities, aptitudes, and interests
5. To assist students throughout their college experience (a) to select courses of instruction in the light of past achievements, personal and vocational interests, and diagnostic findings; and (b) to reach maximum efficiency through continuous clarification of purposes, constant improvement of study methods, speech habits, personal appearance, manners, etc., and desirable progression in religious, emotional, and social development, and in other nonacademic personal and group relationships
6. To enlist the active co-operation of the family of the student in the interest of his educational accomplishments and personality development
7. To determine the physical and mental-health status of the student, providing appropriate remedial measures, supervising his health, and controlling environmental health factors
8. To supervise an adequate food service
9. To supervise, evaluate, and develop the social life and the extracurricular activities of the students and to assist in articulating these phases of student experience with the curriculum of instruction
10. To co-ordinate the financial aid and part-time employment of students, and to assist the student who needs it to obtain such help
11. To keep a cumulative record of information about each student and to make it available to the proper persons
12. To administer student discipline to the end that the individual will be strengthened and the welfare of the whole college will be promoted and preserved
13. To foster and to maintain college morale by understanding, evaluating, and developing student mores
14. To assist the student in finding appropriate employment or further professional study opportunities when he leaves the institution, and to help him articulate college and post-college experience
15. To cultivate the loyalty and the support of the community and of the alumni
16. To combine all these services in an effective program
17. To carry on studies designed to evaluate and improve these functions and services

Individual guidance needs Before a student decides to attend a particular college, he may want to determine whether or not he possesses aptitude for college work; what particular college is suited to his educational needs; the likelihood of his fitting into the plan and program of that college; and what he can do if he is not admitted to the college of his choice. He needs competent counsel to help him assess his interests and abilities, as well as his social, emo-

tional, physical, and financial assets and liabilities. He should be provided with a clear statement of the aims and purposes of the college of his interest so that he may know whether the college will furnish him the training that he seeks. He also should know something of its student body and its traditions and customs, so that he may be prepared to fit into the social life of the institution. If he is denied admission to the selected college, he should be assisted in finding another college, similar in purpose, to which he may gain admission and in which he can continue his educational pursuits, or he should be encouraged to enroll in a junior community college.

Admission to college does not in itself remove all problems of decision-making. If the student is guided toward an understanding of the many aspects of college life, however, he is enabled to make his decisions with a minimum of aid from counselors. Carefully planned group-guidance programs and individual consideration of his changing interests, with appropriate modifications of choices, make possible his subsequent adjustments. In addition, help should be given him early in preparation for meeting the critical problems that will arise either within his own personality or from the educational or social situation in which he now finds himself.

Faculty counselors Every member of the faculty can contribute to the guidance of students. However, it must not be assumed that every instructor is a counselor or that he can be trained to assist students toward their greatest possible self-realization. Some can give general assistance at the time of registration or helpful information in their special areas. Others, by virtue of their training, temperament, and interest, can assist students in dealing with their problems of adjustment.

Guidance of some kind, formal or informal, takes place on all college campuses. In some colleges, such as Stetson University, Florida, a definite philosophy is organized for all who participate in the guidance program. The advisement program at Stetson University includes not only the services of faculty members and specialists but also those of selected students to assist Freshmen in their orientation to campus life:

Each student at Stetson has a faculty adviser, a member of the faculty who has been chosen to assist him in making sound decisions regarding his academic program, his vocational choice and other personal plans. In most instances, the adviser is a professor of the academic field in which the student wishes to specialize.

An entering student has many opportunities to become acquainted with his adviser during his first few weeks in college through participation in the Orientation Program. He learns more about his own interests, aptitudes and abilities by means of tests and personal conferences. He learns about academic requirements and vocational opportunities from reading and from further conferences. He continues to find his adviser helpful at the upperclass level. The adviser assists him in making out his academic program each term, gives helpful suggestions when he has difficulty in certain courses and serves as an interested friend when the need arises.

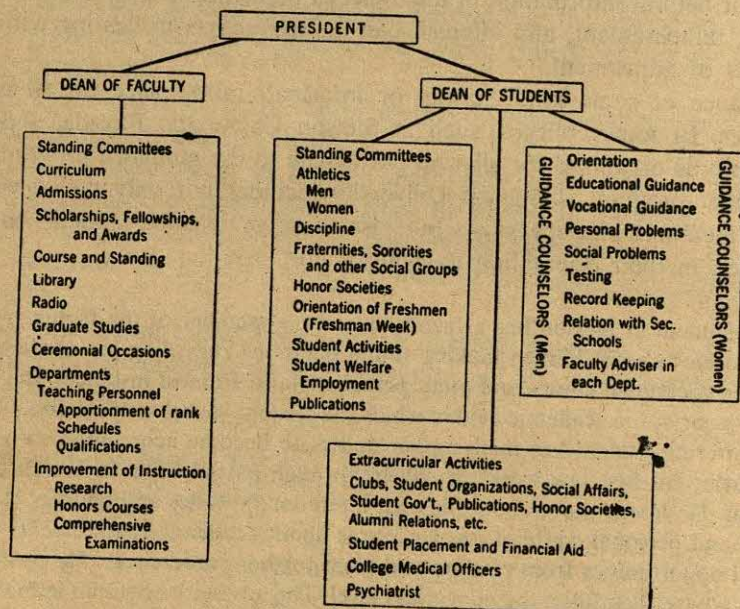
The advisory system is coordinated by the Guidance Office which endeavors to make adviser assignments which are mutually satisfactory to both students and advisers. This office also has facilities for psychological testing, remedial work in reading and studying, and personal counseling. The Dean of Men, Dean of Women and other administrative officers give assistance to students which is supplementary to the advisory system.

Each spring the Deans of Men and Women choose a group of students to become Freshmen Advisers for the following fall season. These students are chosen, not for their high scholastic average nor for numerous extra-curricular activities, but for their ability to represent all phases of college life, and still further, to help each new student to become a member of the Stetson family as quickly as possible.

An adviser begins his contact with a freshman through correspondence during the summer and such associations prove profitable to both adviser and advisee, the work of the student advisers is coordinated by the members of the Orientation Committee, a student committee which helps plan the activities of orientation week. It is the particular duty and pleasure of each adviser to stand beside his advisee until the new student is well established in college life, has found his place in the group and has adjusted himself socially and mentally to campus life.

Organization of a guidance program There are many aspects of college life that can be handled through faculty committees which include also a fair representation of the student body. The number of students on the committee

Fig. 22. Plan of Organization for Guidance Service in College



should vary with the size of the committee and the purpose it is to serve. Every committee should have at least one student member, but on no committee should the students outnumber the faculty members. Many educational leaders doubt the wisdom of giving student members the power of voting since they cannot share legal responsibility for their decisions. Decision-making in matters that concern the welfare of the entire school is a faculty responsibility; hence students probably should serve in an advisory capacity only.

The plan suggested in Figure 22 above is usable in a large college but can be adapted to the facilities of a small college. The establishment of standing committees is essential to any guidance program. The other special services to be rendered by the guidance department under the supervision of a dean of students are important in any coeducational institution. In small colleges it may be desirable to organize the entire program under the direction of a dean of faculty. No service included in the list should be eliminated, regardless of the form in which the services are organized.

THE ORIENTATION PROGRAM

In the past, many colleges were willing to sit back and await the coming of any students who wanted to attend their institution. College administrators concerned themselves with neither the attracting of able high-school learners to their school nor the orientation of these young people when they arrived on campus. More recently, however, colleges began recruiting in the high schools to encourage students to continue their education. The present almost phenomenal increase in the number of young people who desire to continue their education beyond the secondary level is having a tremendous impact on institutions of higher learning. Many of them, including the junior colleges, do not have the proper facilities for all who are clamoring for admission. The personnel of individual colleges and universities are doing everything in their power to limit entrance enrollment to the most promising among possible applicants.

The choice of college The appreciation by parents and their children of the value of continued education poses a problem not only for the college but also for the young person himself in his selection of a college that best can meet his educational interests and that will accept him. The making of a wise decision is a shared responsibility, in which the high-school student, his parents, his counselor, and a college representative participate.

Precollege orientation Accompanying the tentative selection of a college, orientation to college life should have its beginning no later than the last year in high school, or earlier if possible. Since it cannot be assumed, however,

that all entering students will have had this initial experience, a complete program must be undertaken by the college for all entrants. It has been difficult for some educational leaders to appreciate that the time and energy devoted to this kind of orientation work has value both for the institution and for the individuals concerned. They believe that a college student, freshman or otherwise, should not be coddled; that he is old enough to discover things for himself and to chart his own course through his college years. Many colleges, however, are tending toward a program of orientation for new students.

The college personnel, in co-operation with the high school, then helps these young people prepare themselves for their college experiences. An interesting example of this kind of educational counseling clinic is the one conducted by Oklahoma State University for prospective registrants and their parents. The two-day clinic sessions are held during the months of June and July preceding enrollment at the University. The program is designed to help the high-school student:

- estimate his aptitudes for college work
- learn more about college majors and related careers
- explore interests as they relate to educational and vocational goals
- formulate his educational goals and plans
- become acquainted with the campus and with general college requirements, schedules and activities
- complete in advance many of the requirements of fall term orientation and to pre-enroll if he plans to enter Oklahoma State University

Although attendance at the clinic is not a requirement for enrollment, it is considered an advantage for freshman students to participate in one of the two-day sessions.

Students attending the clinic are encouraged to bring with them a copy of their high school transcript and a brief biographical statement.

The fee for the clinic is \$4 which covers the cost of testing materials. Housing is provided in university residence halls for \$2 per person per night. Cost for meals will average 50 to 75 cents per meal.

Parents are encouraged to accompany participants. Housing will be available for parents in university residence halls.

Precollege clinics, informal visits to the college, the distribution of student handbooks and other interesting materials, letters to prospective registrants from college upperclassmen who have been assigned as student advisers of respective incoming freshmen, and other ingenious devices are being employed by college personnel. The purpose is to enable newcomers to enter upon the college scene with (1) greater self-confidence, (2) more understanding of what college life means, and (3) increased motivation toward serious study.

Precollege orientation projects have been attempted at various colleges with different degrees of success. Their effectiveness is dependent on various

factors, such as the displayed interest and enthusiasm of college members participating in the project (to some it might be no more than another chore); the extent of co-operation on the part of the high-school advisers (to help prepare graduates for entrance into a dozen or more colleges requires much time and effort); the attitude toward the college of the registrants themselves, especially if it is not their first choice; extent of parents' willingness to accept the fact that their "grown-up" children can profit from these guidance experiences. When the influence of these factors is positive, a carefully planned program of precollege orientation can do much to help prospective college students achieve a good basic appreciation of the goals, attitudes, and skills needed for the successful completion of college studies.

Freshman orientation No matter how well a high-school student has been prepared for his admission to a college, the orientation process cannot be completed until he actually is a fully-matriculated student. He then must be helped to participate in college and recreational activities, and to assume responsibility for meeting college requirements, as well as for the proper control of his behavior in his association with instructors and fellow students. College freshmen differ from one another in their ability to adapt themselves easily and quickly to new situations and conditions.

When college administrators first came to accept the concept of freshman orientation, they began to put into operation a preparatory session for new entrants, generally referred to as *Freshman Week*. During the week prior to the start of the regular college year, the freshmen came together, unhampered by the presence of upper-class students (except for student guides), and were offered educational, personal, social, and civic guidance. They toured the buildings to become acquainted with the general layout as well as with special rooms, department offices, and the headquarters of various student organizations. In lecture-hall sessions, they were briefed on curriculum offerings, subject schedules, and college rules and regulations. They also met in small groups to be oriented to the student organizations and extracurricular activities on the campus.

It cannot be denied that the college entrant must be introduced to the various phases of college life. For him to be bombarded, day-by-day for a week, however, by a mass of information and sets of direction is likely to be a bewildering and frightening experience. Some colleges have discarded Freshman Week in favor of more gradual approaches. In such institutions, the entrant receives preliminary guidance from an appropriately assigned adviser. The student's orientation to college life then continues with the help of his adviser through his first semester. The orientation program at Rollins College, Florida, illustrates the combined procedures:

Entering students arrive early in order to get acquainted with one another and with their student and faculty advisers without the distracting influence of a large

body of upperclassman. During this orientation period they will take a number of tests the results of which will later be helpful in guidance. Under the direction of a faculty adviser, each student makes out his initial program of study in terms of interests and balance among the major areas: the Natural Sciences; the Humanities; and the Social Sciences. The adviser has frequent conferences with the student, thereby encouraging greater acceptance of responsibility by the latter.

It is recognized that some students will accept advice best from those whom they come to admire. In other words, students often like to choose their own advisers. In order to help in this process, a careful study is made of the student's record before assigning him to an adviser. Since the adviser not only gives preliminary approval to the student's courses but is expected to advise the student on all manner of questions relative to his college course and even his plans for life, the Dean will on request of either adviser or advisee make shifts when a change seems desirable. Wherever possible the freshman will have as his adviser a teacher in whose class he is registered.

Freshmen continue their orientation through the first term, meeting once a week. At these meetings there will be presentations covering student government, publications, societies, student elections, the history of the College, the significance of a liberal education today, how to study, and other topics of concern to beginning students. One meeting a month will be a freshman class meeting.

As suggested in the description of the Rollins College orientation program, the personality of the freshman adviser is extremely important. Good rapport needs to be established between the counselor and counselee. Moreover, the scheduling of interviews and other shared activities should be flexible. As is true of all counseling, the effectiveness of the orientation process depends in part on the adviser's ability to learn all he can about the young person's interests, abilities, attitudes, and home and social background, without seeming to pry into the latter's personal life. The self-check list devised for use by freshman counselors at Millersville Teachers College, Pennsylvania, includes questions that, if answered honestly, would have value for all counselors.

Self-Checklist For Freshman Counselors

The following questions not only may suggest the functions of the freshman counselor, but also may serve as a checklist to see what necessary functions we may have overlooked.

Since each counseling experience is a unique one, there may be considerable divergence from the approach suggested here. Some of us prefer a rather close appointment kind of rein on our counselees for the first nine weeks or semester, and then allow the relationship to become more permissive, while others begin with a permissive relationship and then demand more of the counselee in meeting appointments, etc. as the year moves along.

It matters little from which end we approach the counseling relationship as long as we provide each student with an understanding counselor who takes a personal interest in him to the degree he needs such a relationship.

It is hoped the following questions will help you guide us in a more uniform approach:

Yes	No	
_____	_____	Have the counselee and I mutually agreed upon a time for our interviews?
_____	_____	Have I gone over the entrance examination scores with him?
_____	_____	Have I discussed the curriculum and made progress checks to see whether he is moving along satisfactorily?
_____	_____	Have we discussed quality point averages, how arrived at, Dean's list, probation list, attendance regulations, etc.?
_____	_____	Have I brought to his attention the matter of co-curricular activities and their values as part of a teacher's education?
_____	_____	Have I helped the counselee plan a variety of co-curricular activities which will serve to "round him out"?
_____	_____	Have I inquired concerning his living conditions, roommate, commuting problems, etc.?
_____	_____	Have I gone over his nine-weeks grades with him?
_____	_____	Have I discussed study techniques and made specific suggestions as to how he can improve his performance?
_____	_____	Have I followed up if he has missed too many appointments and justified why the keeping of mutually agreed upon appointments is important?
_____	_____	Have I seen each counselee more than four times a semester?
_____	_____	Have I identified reading problems, speech or hearing problems and referred the persons to the appropriate clinic for corrective work?
_____	_____	Have I determined whether he needs financial aid or employment and whether grades will permit his working or merit a loan?
_____	_____	Have I tried to find out whether he is happy here, and if not, why not?
_____	_____	If parents make inquiries concerning a counselee, would I know him well enough to answer intelligently?
_____	_____	Have I made an entry on his records each time I have talked with him or each time anything of significance has occurred?

The student handbook Experience with college students reveals that it is well to have in written form all rules and regulations that students are expected to obey, and also to be prepared to explain these regulations orally to groups as well as to individuals. The college facilities, personnel, names of the members of the faculty, and existing rules and regulations should be made known to freshmen in the form of a well-prepared handbook. This book should include also the curricular counseling services, the teaching departments, and the personnel with whom the student may confer regarding any problem.

Students should know the general scholarship requirements; attendance regulations; required tests and examinations, such as health tests and compre-

hensive examinations, if any; procedures to be followed for withdrawing from a course, or from college, and in cases of absence from final examinations. They should know what facilities are available to them, such as general counseling, occupational counseling, reading and study-improvement helps, and placement service.

To be most useful, the student handbook should deal with essentials that represent answers to questions which students are likely to raise. The material should be organized simply and presented succinctly and attractively. An occasional humorous or light approach is likely to stimulate student interest and attention. At Bryn Mawr College, Pennsylvania, for example, the Student Handbook, written and published by the students, includes some subtly offered orientation.

Hints For Freshmen

1. Make all necessary appointments and keep them punctually.
2. Do attend the Curriculum Committee Tea during Freshman Week, where your questions will be answered by upperclassmen who has taken the courses in which you are interested.
3. Bathing suits are supplied by the College, but bring a cap for the swimming test which is given in conjunction with the physical examination.
4. If you think you want your bicycle here, send it on your ticket. It will be stored and kept in your hall.
5. Don't bring too many stuffed animals, etc., with you. You'll be surprised how much you collect in one year.
6. Don't charge too much to Pay Day. There's always a lot to get in the beginning and bills mount up.
7. Remember when you're buying concert tickets, etc., that you may have classes until 4:00 on Friday afternoons.
8. For convenience, Bryn Mawr is usually referred to as "the ville," and Philadelphia as "the city."
9. College isn't all classes; be sure to plan at least one extracurricular activity.

Orientation as a continuous process Regardless of their superior mental acuity, their seriousness of purpose and their good intentions, many college students need to be reminded from time to time about the ideals, goals, or objectives of the college and the responsibilities of the student to uphold these standards for his own personal, educational, and social benefit.

One of the chief goals of higher education is to prepare able young men and women for positions of leadership. Important as the mastery of appropriate knowledge and refinement of skill are, the leader in any area of endeavor needs to have achieved attitudes of personal integrity and self-discipline. College guidance personnel and faculty advisers utilize various approaches toward the development among students of a wholesome personality, good character, and socially acceptable attitudes. Several of these approaches are illustrated by reference to what is being done in various colleges.

Based on the assumption that the development of personal integrity, like earning success in other learning areas, probably is best induced through participation in appropriate practical situations, some institutions have introduced the honor system, somewhat as it operates in the University of Richmond, Virginia.

The Honor System

The Honor System requires that a man shall in all the relations of student life act honorably. Breaches of the Honor Code are cheating, violations of signed pledges, stealing, lying, failure to report violations of the Honor Code and, in general, breaking one's word of honor under any circumstances.

Regulations Governing Enforcement

1. Organization of the Council: The Honor Council shall consist of eight members appointed by the President of the Student Government Association and approved by the Student Senate. The President of the Student Government Association shall serve as *ex officio* member and shall have the privilege of voting in the absence of any Council member. The Secretary shall keep minutes of the proceedings in a minute book, which shall be filed for safe-keeping.
2. Procedure: (a) Any person who has knowledge of or who is a witness to an overt act believed to be in violation of the Honor Code shall report the same personally, along with a list of any witnesses to the act, to a member of the Honor Council or to the Dean of Students in Richmond College within a period of twenty-four hours, excluding Sundays. The Council member or the Dean of Students shall in turn present the charges with the list of witnesses to the Chairman of the Honor Council. All persons receiving notifications to attend a trial shall be bound not to reveal the details of the alleged violation of the Honor Code before the trial.
(b) All sessions of the Honor Council shall be closed to all except those immediately concerned in the case, except that by the expressed wish of the accused the trial shall be open. In case of a closed hearing, all persons present at the trial shall be bound to disclose no more than the Council does in its official report on the case. The deliberations of the Council shall take place in private and remain secret. All voting shall be done by secret ballot.
3. Penalties: Upon conviction of a violation of the Honor Code, the Council shall choose one of the following penalties: (a) Minor—to include loss of credit in the course in question, and a reprimand. (b) Intermediate—to include suspension from the University of Richmond for a period of not less than one (1) semester nor more than three (3) college years and loss of credit in any or all courses enrolled in at the time of the violation (c) Major—to require separation from the University of Richmond and loss of credit in all courses enrolled in at the time of the violation.

The decision of the Council on all cases shall be posted, but the name of the accused shall not be made public.

All decisions of the Council shall be approved by the Dean of Students, the Dean, and the President before becoming effective.

General Explanation

1. The Pledge: "On my honor as a gentleman, I have neither given nor received aid."
2. Meaning of the Pledge: The pledge on quizzes, examinations, written problems and exercises means that the work which the student hands in to his professor is his own, which he himself has done in accordance with the requirements laid down by the faculty in the regulations set forth below.
3. Exercise care: It is also important that everyone should exercise the greatest care to keep himself free from suspicion of evil. Such practices as leaving the examination room at any one time unaccompanied or too frequently, or taking an examination alone, or bringing texts and notebooks into the examination room, or carelessly glancing toward another student's paper—these are discouraged by the Honor Council. While they do not of themselves constitute infringements of the Honor Code, such practices are dangerous for both the individual and the continued well-being of the Honor System.

All students should take every opportunity to acquaint themselves in detail with the working of the Honor System as well as with these general principles.

In college, as in the lower schools, the students have the right to know the penalties attached to deviations from acceptable performance and behavior. Colleges differ in the strictness of disciplinary measures. Although general college policy is to do all that can be done to help freshmen become oriented to a new way of life, their progress, academically and otherwise, is watched carefully during the first year. Any student who seems unable to maintain expected standards of work or conduct may be discharged or placed on probation. The following statement about discipline, contained in the Student Handbook of Dartmouth College, New Hampshire, exemplifies the procedures of many other institutions of higher learning:

Discipline at Dartmouth

Penalties: Individual circumstances determine the action of the Committee on Administration in each instance. In general, the policies in cases of unsatisfactory scholarship, attendance, or conduct are as follows:

Warning: issued when a student's scholarship, attendance or conduct is unsatisfactory.

Ineligibility: disqualification of a student from extra curricular activities which interfere with academic work. This may be used as a precaution or a penalty.

Probation: a final period of trial granted to a student whose work or conduct is unsatisfactory. A student on probation is ineligible, must attend all of his scheduled class exercises unless excused in advance by the Dean, and may not pledge himself to a fraternity. Probation is the usual penalty for failing three courses; for failing to meet the C— requirement by more than three hours; for a third warning, for two consecutive academic warnings, or for serious misconduct.

Suspension: denial of the opportunity to continue in college until specified conditions have been fulfilled. In disciplinary cases the Dean of the College or the

Dean of Freshmen may suspend a student pending final action by the Committee on Administration.

Separation: denial of the opportunity to continue as a student at Dartmouth. Separation is the penalty for failing four courses in one semester, for a warning after probation, or for probation after a warning, and, of course, for very serious misconduct.

One might expect that after twelve years of educational experience a college entrant would have formed habits of courteous and co-operative behavior. Unfortunately, some young people persist in the display of attitudes of personal carelessness, self-interest, and nonconsideration of others. They continue to need guidance in "the art of living." At Clark College, Washington, the students receive detailed suggestions concerning what is referred to as "Campus Etiquette."

Campus Etiquette

A college education is not complete with formal classroom experience only. A truly satisfying college experience involves education in social living, in group experience, in community activity, as well as in formal classroom training. What we are trying to say is that Clark College offers a wide variety of opportunities to educate one's self in the art of living. We live together not so much by rule as by common consent. Whatever regulation there is has been established so that all will benefit.

We do insist that our students conduct themselves with the fullest sense of community responsibility. Our smoking privileges apply only to the Student Union Building, the cafeteria, and to any other areas which might be designated on a temporary basis. We feel that we must abide by state law which does not condone liquor or gambling on campus. We insist that students who must drink absent themselves from our social activities.

We use public property daily but we are often forgetful of our responsibilities. In the cafeteria, it is our custom to clean after ourselves, to return dirty dishes to the dishwashing station, and to cooperate diligently with those who are there to help us.

In the Student Union Building, in our classrooms, and in our cafeteria, we are always aware of the fact that to be good citizens of this community is to respect our community property and the rights of others. College classes meet for the sake of education, not for idle talk. The Student Union is for casual conversation and quiet reading—not for boisterous conduct or ill-advised activity. The cafeteria is a place to eat with pleasant company—not a food trough for the slovenly.

We like to feel that our students at Clark College would avail themselves of the opportunity to experience quite a number of social events which have practical value and to learn from that association. We have formal dances, coffee hours, convocations, athletic events and meetings—all of which require a certain decorum and positive attitude. There is no better place than a formal dance to learn social poise, appropriate costume, and appearance. Certainly, we are offended when couples insist upon smoking on the dance floor or when they snuggle too closely.

Much of human behavior in some way or another relates to the behavior of others. How we act, what we wear, what we do, reflects quite generally on the group

as a whole. Therefore, we might reason that in many ways we are consistently on public display. With this in mind, we continue our tips on campus etiquette.

We admire the well-dressed student. This does not imply the expensively dressed student. Our admiration is for the tastefully dressed. Such dress includes clean clothes, well-pressed and selected with some understanding of color harmony. Such dress does not include blue jeans for either men or women (unless the occasion demands) and certainly such dress does not include pin curls, even when hidden under a bandana—in the case of the female; or an unshaven face and unkempt hair in the case of the male. What, then, specifically, is good campus dress? For everyday wear, we suggest skirts and blouses or sweaters for the women and slacks and sport shirts or regular shirts with ties together with tasteful sweater or jacket combinations for the men. We suggest shoes well-shined and whatever other apparel is appropriate in keeping with the weather.

All colleges have definite traditions about the meaning of certain terms concerning dress. At Clark when a dance is announced as *formal*, the girls wear formal gowns, the men suits or tuxedos. *Informal* means that girls wear heels and hose and date dresses; the men wear suits. A *sports* dance is one at which the girls wear cottons or any type of casual frock, or skirt and sweater; and the men wear slacks and jackets. Ties are good form at all social occasions.

At our many campus events we like to see the rules of common courtesy prevail. At a coffee hour, for example, it is a sign of considerateness when the man stands to converse with someone of the opposite sex who is standing. At coffee hours, we do not like to see long lines of "chow fiends" waiting to be served. Rather, we like to see everyone busy conversing and waiting for an opportunity to be served. It is definitely impolite to talk through a coffee hour program. Here, we refer to a formal program rather than just background music.

Similarly, at convocations there is an expected behavior. The performers should be extended every courtesy and should be given a proper sign of appreciation. We do not condone the actions of some students who feel it necessary to leave in the middle of the performance and certainly we do not condone the behavior of those who arrive late and go tramping down the aisles to look for available seats.

The limits of the student handbook do not allow for extensive discussion of the rules and regulations of campus etiquette. We have mentioned a few specific areas of human behavior and hope that by implication, many other areas will become involved. Obviously, community living carries certain responsibilities. It is important that each individual share in these responsibilities and take the initiative in developing the basis for a good community life. Finally, by way of summary, we would like to present a list of campus "Do's and Don't's."

The Do's

1. Do follow regulations, they are for your benefit.
2. Do return dirty dishes to the dishwashing station in the cafeteria.
3. Do cooperate with the cafeteria staff.
4. Do attend a variety of campus social events.
5. Do be a well-dressed student.
6. Do be considerate of others.

7. Do stand while you are talking to someone of the opposite sex who is also standing.
8. Do be courteous and appreciative of those who are performing for your benefit.

The Don't's

1. Don't drink liquor or gamble on the campus.
2. Don't smoke in undesignated areas.
3. Don't act in a boisterous manner in the Student Union Building.
4. Don't have your hair in pin curls, girls.
5. Don't come to school unshaven or with unkempt hair, guys.
6. Don't form long lines at coffee hours, waiting to be fed.
7. Don't talk during a program, coffee hour, convocation, etc.
8. Don't leave in the middle of a convocation.

OCCUPATIONAL ORIENTATION OF COLLEGE STUDENTS

The aims of occupational orientation are:

1. To assess the individual student's aptitudes, interests, motivations, attitudes, social maturity, and so on.
2. To make available the technical knowledge and skill he needs to succeed in a particular occupation.
3. To interpret the facts revealed through a study of the student.
4. To review the data with the student, discuss their meaning, and counsel him in making his decision.
5. To plan a program of study that will enable the student to obtain a general education, as well as the special training needed for success in his chosen activity.
6. To confer with the student from time to time to aid him in re-evaluating his likelihood of success.
7. To assist the student's placement in a job where his talents will be most fruitful to him and to society.

Approaches to occupational orientation Many colleges utilize the *career-conference* approach similar to that found on the high-school level. Another procedure, for which Antioch College, Ohio, is noted, combines study and work experiences. Some college students majoring in certain fields, such as the sciences and engineering, devote summer vacations to particular work application of subject matter and theory studied during the school year.

Departmental vocational guidance can be found even in liberal-arts colleges. In one college each department undertakes to continue the counsel that has been under way in other areas in the college, such as freshmen orientation and curriculum counseling. Examples of the kind of guidance that each student may receive from two different departments in one college are set forth in the following:

A. History Department**The Purpose**

- (a) To aid each student in working out a well-rounded program of study, not only in his major field of history but also in such related fields as contribute to a fuller knowledge of history, such as government, economics, sociology.
- (b) To discover toward what aim the student is directing his study, or to what aim, after graduation, he is working. The committee hopes to give such advice as the student may need in order that his college work may aid him specifically in his later career. For instance, the committee has advised students about the necessary language requirements for advanced study.
- (c) To give advice throughout the student's college course, and to check frequently his progress in his major work.
- (d) To *require* each upper freshman choosing history as a major to confer with a member of the committee for the purpose of planning a coherent program in history and related fields for the next three years.
- (e) To *require* each major (beyond the freshman year) to confer each term in regard to his immediate program of work.
- (f) To devise a system of records for each student choosing history as a major, showing the planned program of work, along with such modifications as may be made each semester. A card with a duplicate of the above plan and modifications is to be given to each student for his guidance in planning his own schedules.

B. Department of Education

1. Purposes: The Department aims to serve as a clearing house for information relative to:
 - a. *License requirements* for teaching positions under the Board of Education of this city.
 - b. *Standards* which are applied by the Board of Examiners in the selection of teachers for various positions, since a considerable number of our graduates seek and ultimately procure teaching positions in the New York City public school system. (In order to keep itself informed of these standards and to assist in their formulation, this Department maintains constant liaison relations with the Board of Examiners through its membership on an official committee, the Co-ordination Committee.)
 - c. *Certification requirements* in New York State and neighboring states.
 - d. *Opportunities for appointment* under various certificates in the local schools and in other large centers.
 - e. *Opportunities for appointment* in private schools.

The Department also advises individual students by appraising their personal and professional resources in relation to the possibilities of procuring employment in teaching.

2. Methods: Much of the information is made available to all students pursuing certain courses in the department through specially prepared circulars. The data thus collated are clarified through oral explanation.

Supplementary to this general service is the individual guidance work which is an intrinsic part of all courses in student practice teaching. Students enrolled

in such courses are observed by members of this department in the schools to which they are assigned. Observation is always followed by individual conference. The subject of the conference embraces all matters that are pertinent to merit in teaching. Speech, attitudes, personal attributes, professional skill—these and similar matters are considered.

SOCIAL GUIDANCE IN COLLEGE

Included among the responsibilities of an institution for student development and welfare is that of promoting social competence. This area of experience cannot be treated separately from the other phases of college life since the essence of guidance lies in integrating and unifying activities that cut across all areas of living.

Aims and purposes Political life and social organization follow rather than precede technological development. The world suddenly has found itself faced with an over-all dissemination of scientific knowledge and with too little skill in most areas to put that knowledge to practical use. The gap between science and invention on the one hand and social customs and behavior on the other is wide; but with more than half of the world giving evidence of pulling together, greater use may be made of the things known to man. Clearly the colleges and universities must give greater attention to social problems and to the development among young men and women of an understanding of these problems and skill in meeting them. Guidance toward social competence aims to help students:

1. Develop wholesome emotional lives and altruistic attitudes
2. Develop good manners and poise
3. Be friendly and co-operative
4. Create and maintain congeniality in small intimate groups
5. Become economically productive members of society
6. Become responsible members of the community
7. Participate in the determination of the direction to be taken by existing social forces

Program to develop social competence By the time he enters college, the average student has reached his late-adolescent years. During this period he usually prefers to associate with and be accepted by others of both sexes who are not too different from him. The college brings together into a congenial environment individuals somewhat alike in interests, backgrounds, and ambitions. These well-endowed individuals are thrown into close proximity with one another in the classroom and in other campus activities.

Each student should be encouraged to participate in as many activities as

his study program allows. No student, however, should be required to engage in any project unless he wishes to do so. College students usually are eager to share in social situations with their fellows. The shy or introverted individual may need sympathetic help from a wise counselor in finding an area of out-of-class activity in which he can achieve satisfaction and social recognition. In no instance should a program of social activities, no matter how desirable or well-planned, be superimposed on students by counselors.

Student leadership All campus activities should be conducted by the students. The guidance counselors should encourage the development of leadership qualities among the students in their clubs, fraternities and sororities, and in any social activities planned by student groups. Often the competition among these groups helps develop leadership qualities. If social values are to be gained from the program, leaders must emerge from the groups; they must not be selected by the college officials. It is through the leaders selected by the students themselves that deans and counselors can reach the students.

The college and its facilities can be thought of as a social laboratory. The living quarters, the dining halls, the lounging facilities, and the off-campus community contribute to the social life of the students. To what extent do the students use the basketball and baseball fields and the tennis courts, the opportunities offered for extracurricular and leisure-time activities? Do the students engage in welfare activities in the community? Are student leaders given a chance to meet off-campus leaders when the latter come to the college? Are the students encouraged to become acquainted with the community through reading the local newspaper? The answers to these questions determine the success of the social program.

Co-operating personnel The construction of a social program which will stimulate the students toward social development requires the assistance of the subject teachers, the special guidance counselors, the deans, and the president. These faculty members, working co-operatively, should construct and put into operation a plan that will become cumulative in its positive influence on all persons on the campus.

Men-women relations The desire to be different and to do differently from that to which one was accustomed in his home environment becomes very strong for many who are away from home for the first time. There is less danger of lack of control for those students who commute to college, since they are not separated from their homes physically and emotionally. Consequently, they do not experience so much difficulty in adjusting to the opposite sex as do students who are attending a college away from home. Local students, however, are faced with problems growing out of the possibility that living at home may deny them opportunities to participate in many of the social activities experienced by those who live on the campus or near it. The present willingness

of colleges to permit married students to continue in attendance is one of the solutions of the difficult sex problem that is ever present on college campuses.

Fraternities and sororities In older colleges, social club life is well established, and it is usually the secret desire of every student to belong to one of these organizations. We need only study the antics of an initiation group to see what the individual will endure in order to become a member of one of them. Sometimes he joins the organization because he has friends who are members of it; sometimes it is because of the actual or imagined prestige which membership can give him.

These organizations can be influences for good or they can become headaches for the college authorities. The administrative leadership of the institution determines what direction the influence takes. Social adjustment is one of the advantages to the members of the clubs. They get training not only in living together but also in budgeting their finances and living within their income. Although some fraternities do go into debt, the experience of club life can provide many good lessons in family living. The members learn what it costs to run a house and to set a table. They learn how to plan together and how to share responsibility.

Disapproval of fraternities stems largely from some of their less desirable aspects. The parties that are held in fraternity houses and the people who attend them do not always uphold the reputation of the institution. The students and their guests may engage in drinking to excess and even in sex experimentation. Close supervision should be given the activities of the secret societies at all times, not only to protect the students but also to protect the reputation of the college.

One criticism of these societies is that they are not democratic. Rivalry to achieve superior campus status may result in the expenditure of very large sums of money, in basing the membership on the size of the parents' bank roll, in including only students who already have prestige on the campus because of family background, scholastic achievement, or athletic skill. Wisely supervised, however, college societies can contribute much to the social life of the campus.

COLLEGE COUNSELING IN ACTION

A properly organized and well-implemented guidance program on the college or university level provides for the offering of many varied services. The program must be comprehensive and forward looking. It represents (1) the culmination of whatever guidance the college student received on lower-school levels and (2) the beginning of constructive self-guidance in meeting adult responsibilities. Colleges differ in counseling approaches and in guid-

ance emphases. The programs of Tuskegee Institute, Alabama; Valparaiso University, Indiana; and Brooklyn College, New York, are presented here as examples of college counseling activities.

Tuskegee Institute The office of General Counselor was recently created which made available one full-time counselor whose responsibility is supervising all aspects of the guidance program for freshmen. This includes the training program for student advisers in residence halls for freshmen, in-service education for faculty advisers of freshmen, assignment of freshmen to faculty advisers, making plans for and keeping records related to the program. Since the structured guidance program at present includes only freshmen students, the number of counselees ranges from 500 to 600. The objectives of and activities associated with freshmen orientation at Tuskegee Institute are:

1. To help freshmen discover their strengths and weaknesses.
2. To provide experiences which will contribute to the development of healthy persons biologically, mentally, and socially.
3. To provide such counseling as will be necessary to assist all freshmen who need this in connection with their academic work and other aspects of their living.
4. To assist those freshmen who may have academic and social deficiencies to overcome them, and to assist able students in the enrichment of their development.
5. To help freshmen develop a better understanding of the society in which they live.
6. To help freshmen discover and develop their vocational and professional interests, aptitudes, and skills.

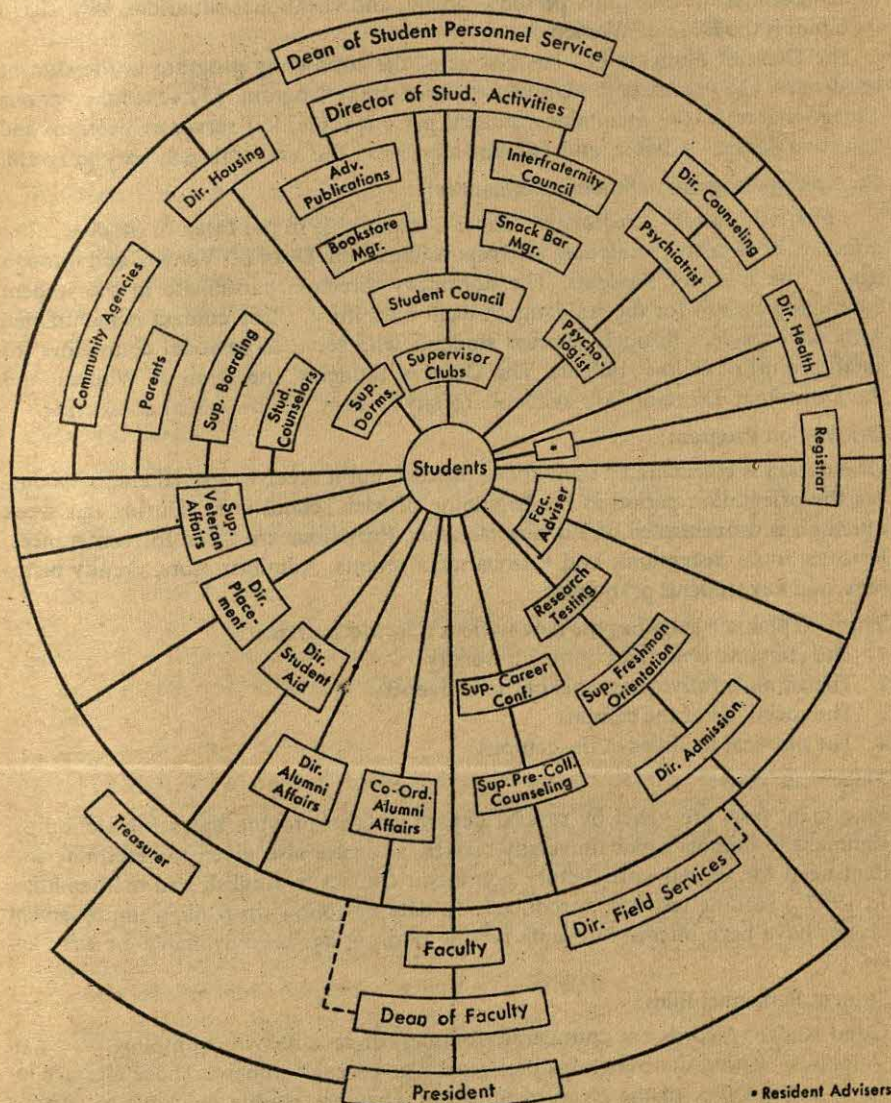
To do these things the advisory program includes the use of student advisors in residence halls, faculty advisors, the personnel staff, the services of the Reading Clinic, the mental hygiene clinic, the testing service, to promote maximum development of each freshman student.

Specific activities:

1. Since Basic Studies faculty as well as most faculty of the College of Arts and Sciences have the most sustained relations with freshmen (they teach them the first year), these faculty were asked to serve as advisors. Faculty members from other schools and departments who have demonstrated interest in, availability and consent for such a task were also asked to serve in this capacity.
2. Folders containing Personal Data sheets, forms for interview of students, and other instruments felt valuable in obtaining information about students, were sent to faculty advisors from the office of the General Counselor. Freshmen were sent notices informing them of the faculty advisors to whom they had been assigned for advisement.
3. A program has been developed which provides opportunities for faculty advisors to increase their effectiveness in their work with these advisees. Group discus-

sions by advisors centering around general techniques of counseling with students have been begun. These are designed to assist the faculty advisors in their efforts to personalize and integrate the educational experiences of Tuskegee students.

Fig. 23. Personnel and Guidance Services Available to Students in Many Colleges and Universities



Valparaiso University At Valparaiso University the counseling function is one of service to both the administrator and the student. The counselor works to promote mutual understanding between administrator and student.

Dean of Student Services

The Dean of Students supervises the personnel program which coordinates many of the various services provided by the University for the welfare and development of its students. It is designed to assist each student in attaining the highest possible level of achievement in academic, personal, social, and vocational situations. Associated with him is the Dean of Women.

The Dean of Students (1) has charge of the counseling program in the student residences, (2) organizes the University Orientation Program, (3) schedules various educational tests, (4) maintains a student personnel file, (5) serves as Veterans and Selective Service Adviser, and (6) participates in the academic advisory program.

Counseling Program in Student Residences:

The men's dormitory directors are directly responsible to the Dean of Students. The directors of women's residences are responsible to the Dean of Women, and through her, to the Dean of Students. The dormitory directors participate in the student counseling system for the residents of each dormitory. Close contact is maintained with each resident through selected students who serve as personal counselors for small groups of fellow students. The Dean of Students, the Dean of Women, and the Dormitory Directors are available to any student for individual counseling.

Orientation Program:

Orientation is considered a continuous process, but it receives special emphasis during the orientation period at the beginning of each school term. During this week attention is concentrated on the new students. Provisions are made for conferences, lectures, tours, receptions, and various social events. Administrators, faculty members, and key students participate.

Through planned activities the new student is introduced to:

1. The aims and objectives of the University
2. The administrative personnel of the University
3. The social life of the campus
4. The physical facilities of the campus

Placement Tests:

Placement tests are given by several departments to provide bases for section assignment to homogeneous university classes. Tests are also given to determine student need for special introductory non-credit courses in English and mathematics. In 1957 a reading test was introduced. To date no follow-up reading improvement classes have been offered but some private tutoring has been available on a fee basis.

Student Personnel Files:

Good student records are considered essential for an effective counseling program. Valparaiso University maintains personnel files on each student. Those files are located in the Office of the Dean of Students. They are readily available to persons responsible for counseling students.

Veterans and Selective Service Counseling:

The Dean of Students also takes care of all material relative to Veterans Affairs and Selective Service Board.

Academic Advisory Program:

(The Dean of students participation in the academic advisory program is discussed in the next section.)

Academic Advisory Service

Organization:

The Academic Advisory Program is administered through the offices of the academic deans (Dean of the School of Law, Dean of the College of Engineering, and Dean of the College of Arts and Sciences) in cooperation with the Dean of Students.

General Advisers:

The Dean of Students assigns each student, who has not declared a major, to a general adviser. A general adviser is a faculty member selected by the academic dean on the basis of personality, experience, and apparent ability to give advisory services in both academic and personal areas. So far as possible, general advisers are selected from departments which do not have a heavy major-student load. Twenty-five students are assigned to each general adviser at the beginning of the semester. This student load decreases as the students select their majors and are transferred to the heads of their major departments for new advisers.

Major Advisers:

Ordinarily the head of the department is the major adviser. In departments with a heavy major load—as, for instance, in the business department with 400 majors—the department head delegates advisory duties to selected faculty members of the department.

Pre-professional Advisers:

Pre-professional students have an additional adviser to help them understand requirements for professional training. Examples are students in the secondary education program, and students preparing for schools of law, medicine, dentistry, and nursing.

Cooperative Procedure:

In the College of Arts and Sciences and in the College of Engineering the instructor, the adviser, the Dean of Students, and the student cooperate in the academic counseling procedure. Such cooperation is required particularly in the cases of academic deficiencies. When a student's grades fall below a "C" in a subject his instructor is expected to report such deficiency to the Dean of Students. The Dean then notifies the adviser, who, in turn, sends a written invitation to the student for a conference. The adviser reports in writing to the Dean of Students on the conference, or on the student's failure to appear for the interview.

Students who do not heed the adviser's invitation receive a written notice from the Dean of Students to report to the Dean's office. Failure to follow through on that notice may result in disciplinary measures for the student.

In the School of Law no report is sent to the Dean of Students on student deficien-

cies. The Dean of the Law School and the faculty committee assign first-year and second-year students to selected advisers. Each first-year student is called in for at least one interview with his adviser. During the last two years such interviews are less routine. The Dean serves as adviser to third-year law students. Classes in the School of Law are limited to twenty-five students. Each instructor is expected to keep good communication with his student and with his student's adviser.

Evaluation:

In general, comments from deans and department heads concerning the counseling program are favorable. Where shortcomings are noted, they are attributed to the instructor's failure to report deficiencies early enough to give the adviser an opportunity to help the student. Two possible reasons are given for such failure: (1) The instructor does not get measures of the student's progress and hence has nothing to report; (2) The instructor believes that no short-interval grade can measure adequately the student's progress. Such a situation might arise in a course in which learning is cumulative and involved. Even though a student's progress may be slow and laborious in the beginning, he may have satisfying success as a result of insights developed only late in the semester. Hence it is felt that an early report of a low grade would serve no useful purpose. It might even hinder learning.

The deans agree that both reasons for failure to report should be investigated. Every student has a right to know how he is progressing. It is the instructor's duty to help him assess his success or failure at frequent intervals, either through individual communication or through group testing methods. He should inform the adviser whenever he has any indication of unsatisfactory student performance.

It is advisable that an instructor be given much leeway in using his own judgment. Therefore carefully planned departmental faculty conferences are recommended, in which ways and means for maintaining optimal cooperation between instructor and adviser in the student's best interest are discussed.

The University Psychological Counseling Service

The University Psychological Counseling Service was introduced in August, 1955. It is administratively independent of other personnel or service offices. To date it is staffed by one full-time professional psychologist.

The psychologist's services are available to any person connected with the University who wants counseling which is (1) more confidential, (2) more extensive, and (3) more specialized than that available through faculty, deans, advisers, house directors, and dormitory counselors. Individual counseling is offered only on request of the counselee.

All interviews and records of the University Counseling Office are kept separate and confidential. However, when indicated and when requested by the counselee, the psychologist cooperates with faculty, deans, parents, physician, or any other helpful person.

Most of the psychologist's time is spent in individual interviews. Usually the interviews concern problems which are temporary and transient. Psychological testing may, or may not, be involved. Psychotherapy is limited to a one-hour session per week. When more than this supportive therapy is required, appropriate referral is made to non-University services.

The psychologist also does some work with groups. This involves discussion of

various topics such as study techniques, vocational choice, dating activities, and the use of student services.

Evaluation:

The provision for special psychological services available as a supplement to the other counseling services has proven a distinct advantage in the total guidance program.

The absence of adequate statistical service represents a weakness in the psychological counseling service. Counselors need much information about students in general and about students in specific situations. Various offices are attempting studies in these areas, but none have enough trained personnel to do all that could be desired. The services of a statistician could expedite these studies:

Brooklyn College At Brooklyn College, a guidance-minded institution, an extensive and intensive program of counseling activities operates under the aegis of the Department of Personnel Service.

Orientation

Articulation between the various high schools and Brooklyn College is emphasized. The college furnishes speakers to address high school assemblies and parent associations concerning the college and its offerings.

After an applicant has been approved for entrance, the high school is requested to submit an evaluation report of the entrant for the use of the college counselor. The College Board Examination and the Scholastic Aptitude Test are administered to all entering students, the results of which are made available to counselors. Each entrant is assigned a college counselor. The name of the counselor is made known to a September entrant, for example, during the preceding August. Moreover, since the counselor obtains considerable background information from the high school reports and the examinations, he is able to be of real service to the student.

Brooklyn College attempts in many ways to introduce the new entrant to his life on campus. An orientation program, begun before classes are in session, continues throughout the freshman year. Upper class students assist in orientation conferences held at the college. These student assistants conduct tours of the buildings, explain college procedures and help entrants during the registration period. The President welcomes the new students at a freshman assembly. At the beginning of the semester, there also is a Parents Day Program which is designed to acquaint the parents with the opportunities and facilities available on campus as well as to make it possible for them to meet members of the faculty and administration.

Early in the freshman's first semester, the various college clubs and organizations conduct in one of the gymnasiums an attractive exhibit of their respective activities—Club Fare. At this time, each freshman may join one or more of the various activities, if he wishes to do so. Freshmen then are invited to a Tea given by members of the Social Affairs Board.

General and Departmental Counseling

Each student is required to meet with his assigned counselor twice:—once during his first semester for an orientation interview and again during his second year to plan his remaining course of study. He also may consult his counselor as often as he

wishes. Also available to students are special services that deal with personal and emotional problems. A student's general counselor may make the referral for this help, the student may request it, or the teacher may suggest it to the general counselor. For every student there is a folder which should be kept up-to-date by the general counselor. This folder should contain (1) a personal data sheet completed by the student, (2) test results, (3) a record of all general counseling interviews, (4) personality reports from instructors, and (5) a transcript of subject grades. During his sophomore year, in addition to conferring with his general counselor every student must consult his departmental counselor to plan his courses in his major.

There are special counselors who provide career counseling. All students interested in job placement, for example, are required to attend orientation meetings at which they are counseled concerning interview techniques, dress and manners, and other helpful job-getting hints. The students utilizing the placement service are assisted in the preparation of resumes of pertinent information concerning themselves and applications for jobs.

Each semester a Senior Career Day and a Senior Recruitment Day are held. During Senior Career Day the students first meet in a general session. Then they attend small group meetings devoted specifically to each of the fields that were represented at the general meeting. Discussion is led by resource panelists. On Senior Recruitment Day, representatives from various employment fields come to the college to interview students for specific jobs.

Pre-law, pre-engineering, pre-medical, pre-dental, pre-teaching, pre-social work counseling also is given.

QUESTIONS AND TOPICS FOR DISCUSSION

1. Formulate a statement of purposes for the type of college you are attending. How should its aims and purposes differ from those of another type of college?
2. Why is it important to formulate aims and purposes for a guidance program in college?
3. State some of the essential elements in educational guidance in a liberal arts college; in a teachers college; in a technical college.
4. Study the ability differences among college entrants and suggest types of problems that confront the guidance personnel.
5. Why do you suppose there is such wide divergence among the various schools from which a college draws its students when all these schools are in the same city?
6. Evaluate the worth of the guidance program at Tuskegee Institute; at Valparaiso University; at Brooklyn College.
7. What changes would you suggest in the organization chart for a guidance program in a large college? (See page 317.)

8. Outline the freshman-week program in the college you have attended or are attending.
9. Evaluate the guidance program in the college which you are now attending.
10. Present an orientation program for college life on your campus.
11. Work out a freshman-week program that you consider ideal for a liberal arts college of 1,000 students.
12. What should be the college's responsibility in effecting articulation between high schools and the college?
13. In what ways should occupational orientation differ on the college level from what it was on the secondary-school level?
14. Which is more important—placement of students while still in college or after they have been graduated? Why?
15. To what extent should subject departments assume responsibility for student guidance?
16. Why should colleges concern themselves with the social guidance of their students?
17. What special problems may fraternities and sororities create on a college campus? How can secret societies benefit their members?
18. To what extent is the instilling of moral and spiritual values the concern of the college?

18 GUIDANCE OF THE ADULT

Begun on the high-school level, the guidance idea has moved downward into the lower schools and upward into the colleges and other institutions of higher learning. More recently there has been started an almost phenomenal wave of education and guidance on the adult level that has spread from large cities to small towns, and that has been implemented in many and various ways.

Adult education embodies curriculums and courses intended to meet the educational needs of all sorts and conditions of men and women. It is an answer to a growing urge among adults to know more about the ever-changing conditions and opportunities that comprise our modern, complex stage of civilization. In order to experience a better adaptation to the changing scene, adults of all ages need guidance in achieving self-realization in and adjustment to their various life activities.

AREAS OF ADULT ADJUSTMENT

The young adult, the middle-aged man and woman, and the older person experience problems of adjustment that are peculiar to their age pattern, their hopes, and their ambitions.

The young adult Need for further formal education; problems of courtship, and marital and family adjustment; job placement, and job efficiency and satisfaction; leisure-time and recreational activities—these represent some of the major areas of adjustment among younger adults.

The young person between the ages of eighteen and twenty-five usually is forward looking and hopeful for the future. If his educational experiences and the guidance he received during childhood and adolescence were adequate for his developing needs, he enters adulthood relatively well prepared to take on responsibilities. He feels secure in his ability to cope with whatever may lie ahead of him.

Not all young people, however, are ready for the responsibilities that are inherent in adult status. Their educational achievements and the kind and amount of guidance they have received during their preadult years were not sufficient to enable them to gain a desirable degree of confidence in themselves and in their power to achieve success in the various areas of adult experience.

During this period of transition from one stage of development to another, a young person experiences the urge "to belong." He wants to gain security, both financially and socially, but he may find himself without a definite plan of action. If he is unmarried, there is the problem of finding the right mate. If he is married, problems arise in connection with mate adjustment and the coming of young children into the home. He may be at loose ends socially, having lost contact with his school friends. He may have neglected to associate himself with others of his own age through participation in community-sponsored social and recreational organizations. It is during this period that the young adult begins to assume specific citizenship responsibilities as he first exercises his voting rights. Hence he may become the victim of political ideologies that intrigue his youthful enthusiasm but that later may cause doubt and confused thinking.

No matter how well-prepared vocationally a young man or woman is when ready to start occupational activities, there are many work adjustments that need to be made. Seeking and finding the right kind of job and becoming accustomed to new fellow workers, administrators, and work activities are not always easy. These experiences can cause serious emotional upset. As the young worker becomes better acquainted with the conditions and activities of the job, he may discover that he is not satisfied with them and wants to change, or he may become so interested in his work that he is fired with ambition to improve his efficiency or to advance his position. In either case, he is likely to be motivated to continue his education beyond his formal study activities.

The middle-aged adult Usually by the time a man or woman reaches the forties, he or she has developed a relatively fixed pattern of life. The person may have become increasingly engrossed in day-by-day activities and interests that deal chiefly with provision of the necessities and some luxuries for himself and his family. It is likely that he or she has made certain more or less satisfying adjustments in attitude and behavior habits to the conditions existent in the home, in social and occupational activities, and in political conditions.

In some cases, the middle-aged adult becomes restless; he realizes that he had allowed some of the good things of life to pass him by. Youthful dreams of adventure, of success, of participation in many and varied activities have not been realized. He may come to feel that his life has been an almost complete failure. He sees younger men and women enjoying those experiences which he has missed.

Even for the middle-aged person who has achieved a high degree of success as judged by generally accepted economic standards, his accomplishments may seem to him to be of little import. As he strove to gain security in one area of experience, without being aware of it, he may have neglected other areas until it seems almost too late to pick up the threads of former interests and weave them into a satisfying pattern.

This is a dangerous age in the life of many men and women. The realization that they are not getting any younger stimulates in them the desire to make up for lost time. Old age may seem to be just around the corner. Hence they may attempt to throw themselves headlong into new experiences with what may seem to be a return of youthful vigor and enthusiasm. Rarely does such a course of action provide the satisfaction that is expected of it. Habits that have become relatively fixed cannot be changed suddenly and definitely. Moreover, the physical constitution of the middle-aged or older person cannot take the "beatings" that it once took.

The older adult A generally increasing life span and changed attitudes toward "old age" are factors to which an individual needs to adjust while he still is young and vigorous. Preoccupation of grown children with their own families and adult activities; the forced or voluntary retirement from occupational activity; the possible onslaught of physical disorders peculiar to this age period; the death of former associates; and the degree of financial security that has been achieved constitute problems of adjustment that may be difficult for the elderly to solve unaided.

This is the age period, however, during which the man and woman who have lived rich and full lives during their earlier years now may find time for participation in many satisfying and worthwhile activities. There are books to be read, places to be visited, philanthropic and community projects to be engaged in, and social relationships to be enjoyed for which little time was available during the "busy" years.

FUNCTIONS OF GUIDANCE FOR ADULTS

No matter how independent and self-reliant an adult may be, there are occasions during every age period in which he can profit from the assistance of some type of guidance by a counselor who understands his problem and gives him the little "boost" that he may need. We are beginning to recognize these adult needs.¹

Immediacy of need Although education and guidance during childhood and adolescence are aimed at helping the young person adjust to his areas of experience, cognizance also is taken of the fact that the preadult needs and

should receive help in preparing himself for the next step in the educational ladder or for participation in future home, social, and vocational activities.

An adult's needs and interests usually are not concerned so much with the future as with the present. What he does now, of course, may affect what happens in the future, but it is the present that is of primary concern to him. Guidance services for an adult must take into consideration his existing conditions and their background, and must render assistance that can be of immediate value to him.

The many educational opportunities now available for those adults who are guided to participate in them are evidences of a rapidly growing concern for the welfare of men and women from young adulthood through old age in all areas of experience—the home, the job, and social and civic relationships.

Types of guidance Guidance services made available to an adult, as on lower age levels, must enter into every phase of his life pattern. The adult may need guidance toward the achievement of well-adjusted marital and family relations. His whole pattern of sex-stimulated thought and behavior may give rise to serious emotional conflict unless he has been helped from childhood on to develop wholesome attitudes and forms of conduct. Special consideration of this important phase of guidance is given in Chapter 21.

The continuance by an individual of his education, either general or specialized, is a project into which he cannot enter without consideration of questions that deal with the kind and the amount of further study to be undertaken, the available educational centers, the length of the course, the cost to himself in time and effort, and the expected outcomes. A person may make unwise choices or lose interest in his studies unless he receives correct advice and intelligent encouragement. Adult education cannot be considered apart from adult guidance.

Satisfactory worker adjustment is important to both the employer and the employee, but sometimes it is difficult to achieve. Hence many business and industrial organizations maintain a well-organized personnel department for orientation on the job and for the rendering of adjustive services to those employees who may experience occupational or personal problems of adjustment. Guidance toward occupational adjustment is discussed in Chapter 20.

Every adult, no matter how interested he is in his occupational pursuits, needs time off for play. Participation in wholesome social and recreational activities is one of the most effective means of increasing worker efficiency. The inhabitant of a large city is faced with the task of choosing the form of recreational activity in which he shall engage from among the bewildering array of opportunities at his disposal. A person who lives in a small, isolated section of the country may be the victim of a paucity of such offerings and must make his own leisure-time opportunities. There is a wide variation throughout the country in the amount and kind of recreational projects that are community-sponsored. In those communities in which there are many

excellent provisions for interesting and worthwhile leisure-time activities, many people either do not know of their existence or hesitate to avail themselves of them. Community-centered guidance services can do much to bring people into recreative situations that are both enjoyable and educational.

If men and women are to exercise their citizenship rights of participating either directly or indirectly in governmental affairs, they need to be kept informed as to what is happening and what their citizenship responsibilities are. They need objective fair-minded, and nonpartisan education and guidance. A beginning in this direction has been made, but we still are faced with the task of surmounting party politics.

Last but not least, the physical and mental health of all adults should be the primary concern of the individual himself and of society as a whole. Our hospitals for the physically or mentally ill are overcrowded. Physical health guidance is becoming increasingly effective. Medical research, the dissemination of information concerning diseases and the taking of precautionary measures, and the work of health clinics are bringing about a commendable improvement in the physical health of the American people.

We have not yet achieved a satisfactory program of mental-health guidance, however; the incidence of emotional disturbances and mental disorganization is too high. To combat existing conditions requires the concerted effort of all Americans. Guidance is needed toward the development of emotional controls and toward the growth in awareness of maladjustive conditions in the environment. Men and women must be helped to regulate their own lives and to improve the environmental conditions of others so that mental illness will be prevented, mental health preserved, and more facilities made available for the treatment of those who have become mentally ill. Guidance services should be co-ordinated in a program aimed at adult adjustment through the development of greater self-dependence and self-realization.

An American Council on Education study, *Counseling for Mental Health*, gives an analysis of life balances that should be considered in the establishment of guidance services for the maintenance of mental health:

Mental health is not a static condition; once arrived at, it cannot be effortlessly maintained. Mental health consists of — it is — a dynamic balance. It is an emotional equilibrium amidst stresses and pressures in relation to which we must progressively find adjustment.

The following are some of the aspects of life in relation to which each of us continuously seeks to maintain his balance:

On the one hand there are:

1. One's assets
2. One's assets
3. The giving of affection, sympathy, and understanding

Which, on the other hand, must be balanced against:

1. One's liabilities
2. Others' assets
3. The receiving of affection, sympathy, and understanding

- | | |
|---|---|
| 4. Enjoyment of work | 4. Enjoyment of play |
| 5. Enjoyment of activity | 5. Enjoyment of rest and quiet |
| 6. Enjoyment of working co-operatively | 6. Enjoyment of working alone |
| 7. The enjoyment of success | 7. Ability to accept failure |
| 8. Seeing failure as due sometimes to one's own limitations | 8. Seeing failure as due sometimes to environmental difficulties |
| 9. The ability to think | 9. The ability to feel |
| 10. The ability to be a leader | 10. The ability to be a follower |
| 11. The ability to use one's abilities to the utmost | 11. The ability to recognize that there are powers beyond our control |
| 12. The ability to recognize conscious factors as important in our motivation | 12. The ability to recognize unconscious factors as important in our motivation |
| 13. A respect for the mind | 13. A respect for the body |
| 14. One's own sex | 14. The opposite sex |
| 15. One's worth simply by virtue of being a person | 15. The vastness of the universe |
| 16. The importance of the years one lives | 16. The past before one was born and the years that will follow one's death |

Balance successfully maintained (or re-established), in terms of the stresses suggested above, not only is mental health, but also insures the future mental health of him who can maintain it.¹

COUNSELING PERSONNEL FOR ADULT GUIDANCE

Adult-guidance service needs a general all-round counselor as well as specialists such as psychiatrists, physicians, psychologists, and clinicians. Until recently it was not considered so necessary to provide special guidance counselors for adults as for the elementary-school and secondary-school learners or even college students. Apparently it was believed that men and women could forage for themselves. The evidence available, however, demonstrates that out-of-school youth and adults are in great need of personal, educational, vocational, and avocational guidance.

The chief counselor is likely to be the person in charge of the adult center. If he is well trained and if he is selected because he has proved his ability to meet and solve adult adjustment problems, the center is likely to render an efficient service to the individuals who seek its aid. The chief counselor should be assisted by staff members who are interested in and know something about

¹ Kate H. Mueller and others, *Counseling for Mental Health*, ACE Studies, Series VI, No. 8, pp. 25-26. American Council on Education, Washington, D.C., 1947. Quoted with permission.

guidance and the respective areas concerned. Everyone connected with adult counseling should be trained to make use of available resources and to give guidance in the following areas:

Orientation of students
Educational counseling
Personal counseling
Occupational counseling
Curriculum and instructional
counseling
Testing

Student activities
Welfare programs
Articulation with other institutions of learning or
guidance services
Research and experimentation
Community relationships

Teacher-counselors for adults Every teacher of adults is a counselor whether or not he devotes all of his time to classroom instruction. An adult is more likely than a younger person to ask questions of a teacher in whom he has confidence. Since many who teach courses in adult education are part-time employees and since the courses are given at hours convenient for busy people, the instructors selected can be those who not only are qualified as teachers but also are interested in others and have some counseling potential.

Special attention should be given by the teacher to problems of personal adjustment; orientation to the subject, the class, and the program; remedial instruction; enrichment of the course for those who have the background; and class and out-of-class activities. The classes should be small enough to permit the teacher to give special help to every student. Adult learners usually are co-operative because they want to gain something other than credit from their participation in learning activities.

Among the types of problems that may be brought to the attention of the teacher by his adult students are these:

1. How can a newcomer to a community become acquainted with his neighbors?
2. Is it desirable to center one's social life in people who are in the same business or profession as oneself?
3. Why is it important to have friends of both sexes?
4. In order to be popular, must one always subordinate his personal interests to those of the group?
5. Should children be included in all the social activities of their parents?
6. Could there be a central agency for community service for housewives?
7. Should married people include their older relatives in their social activities?
8. What are the leisure-time activities in the community in which one could engage with enjoyment?

If the adult is unmarried he may be interested in conferring with the teacher or counselor on questions like these:

1. Can one discover before marriage whether or not the other person will be a good husband or wife?
2. What should the young man or woman do if the chosen mate receives family disapproval?
3. Should a girl of twenty marry a man of forty?
4. What should a man or woman tell the other concerning previous romantic experiences?
5. Should parents help a young couple financially?
6. Should a man and woman break old friendships when they marry?

If a couple are in their early years of marriage, they may be interested in answers to questions of this kind:

1. How can a satisfactory and healthful sex life be achieved?
2. Should a couple be expected to give up social activities after children are born?
3. To what extent should a wife show interest in her husband's occupational work?
4. Should a husband help with the household chores?
5. Is it desirable to have relatives of either mate live with the couple?
6. What should one mate do to correct the faults of the other?

During the middle years of married life, one or the other of the mates may want advice concerning these matters:

1. How can husband-wife quarrels be reduced to a minimum?
2. Are children necessary to a happy marriage?
3. Need the fact that a woman has reached her menopause interfere with marital happiness?
4. What should a person do upon discovering that his mate no longer loves him?
5. To what extent should the middle-aged couple engage in social activities together?

Questions might be asked at any age about the adjustments to older people or of them. Among the questions asked are these:

1. Should aged parents live with their children?
2. Should the care of old people be the responsibility of their families or of society?
3. For whom are the problems of old age more difficult—a man or a woman?
4. What forms of recreation are desirable for older men and women?
5. How can a person best prepare himself for his declining years?

When men and women are concerned with their vocational welfare, they may raise questions such as the following with their teachers or counselors:

1. Which is more important—economic security or happiness on the job?
2. What are reliable media for discovering good job openings?
3. What is the best way of selling oneself to a prospective employer?
4. Should a person accept a job away from home if this necessitates leaving his family and friends?
5. If a man has a family to support, should he remain in a steady job which he does not enjoy or should he take a chance in a new venture?
6. How friendly should an employee be with his employer?
7. How can a worker adjust to an employer whom he dislikes?
8. As an employer, what can one do with a disgruntled but skillful worker?

The type of questions concerning social activities about which adults might seek guidance are:

1. Should every adult join a social or political club?
2. In order to be popular with a group, to what extent should one subordinate his personal interests to those of the group?
3. What type of leisure-time activities are available for night workers?
4. What social activities should be shared by all members of the family?
5. Should a central community service be established for the social welfare of housewives?
6. Could more publicity be given to community and civic activities, so that more adults may know about them?

COMMUNITY GUIDANCE SERVICES

Value of a guidance center A community guidance center may be organized for the purpose of giving personal and professional guidance to out-of-school youth and adults. A number of these were started by the Veterans' Administration and are serving as the nucleus for services that are being carried on now that veteran needs have been reduced. These centers are becoming integral parts of the community service program. They are being made available to all out-of-school citizens in the community. The services of this type of guidance program should be articulated with the activities of other community agencies. Each agency, however, should be allowed to continue its specialized service, in co-operation with the others.

In discussing the specific needs that can be met by community guidance services, R. H. Mathewson reports:

Among the specific services which the guidance center may provide in meeting needs expressed by adult clients are the following:

Useful information about educational, vocational, economic, and other opportunities or services in the community.

Aid to the individual in making maximum use of opportunities and services in relation to his own needs.

Specialized aid for persons with handicaps and disabilities.

Professional help with problems of emotional disturbance or disorder.

Locating suitable employment.

Assistance in dealing with economic, financial, and legal difficulties.

Help in adjusting to difficulties in home and family living; marriage problems.²

The personnel in charge of the guidance center should be equipped especially to deal with adults and their problems. No guidance counselor should find himself in a position similar to that which was reported by a graduate student in a course dealing with improvement of instruction in colleges and universities. After taking two inadequate courses in guidance, he had been assigned to assist other adults in meeting their personal problems. When he interviewed the first counselee, he was frightened because he realized that he could not cope with the adjustment problem posed and had to be frank about it. To be effective, guidance deserves better counselor preparation than this student had. Individuals should not be placed in responsible positions unless and until they are qualified through training and experience to deal with the types of problems that arise on the adult level. Specialists should be available in appropriate agencies, and referrals should be permitted.

COUNSELING SERVICE FOR ADULTS

As we know, counseling services for adults were established after World War II in order to provide educational and occupational counseling for returning servicemen. As the veteran demands for counseling decreased, these services were expanded for the benefit of the general adult population. At first, such programs were affiliated with colleges, school systems, or community agencies. Later many of them were separated from established institutions but continued their counseling activities as low-fee, private agencies. Unfortunately, we still lack a sufficient number of adult counseling centers to serve the many adults and out-of-school youth who have begun to recognize the practical value of expert assistance in solving their educational, vocational, and personal problems.

Informal versus organized guidance Most teachers of adults are interested and concerned about the vocational plans of their students. Some are qualified to give informal but excellent advice in areas of relatively simple decision-making. To meet student demand for adequate guidance in more serious problem-solving situations, however, school-sponsored adult education pro-

² R. H. Mathewson, *Guidance Policy and Practice*, rev. ed., p. 331. Harper & Brothers, New York, 1955. Quoted with permission.

grams must include organized counseling services conducted by trained personnel.

A well-planned and adequate guidance program for adults provides up-to-the-minute vocational information, helps individuals evaluate their interests and potentialities, offers trained counseling services, arranges for appropriate vocational preparation, maintains placement services, and provides follow-up service that helps the individual in his on-the-job adjustments. In addition, the guidance personnel keeps informed about current job opportunities, the improvement in training required for scientific advancement, and other areas of vocational change.

The interview The focal point of adult counseling, as in the guidance of children and adolescents, is the individual conference or interview. Many of the educational and vocational problems on the adult level are similar. Yet, the social, economic, and personal factors which enter into the satisfactory solution of a particular individual's problem are numerous and varied. Hence, to render effective assistance, the counselor needs to have accumulated a background of information on the counselee as well as to discover other pertinent facts during the course of the interview or series of conferences.

The counselor's interview approach must be tactful and cautious. No matter how eager he is for help, the adult counselee tends to resent actual or imagined probing by the counselor; he is sensitive about "baring his soul" to another adult, perhaps younger than he is. Sometimes, the more serious the problem, the more likely is the individual to be unco-operative. The experienced educational or vocational counselor then refers the case to an appropriate specialist or community agency.

Guidance toward continued education About three-fourths of the boys and girls in the United States do not go to college. The educational, social, personal, and vocational interests of these young men and women should not be neglected. They probably received some help during their elementary and high-school years, but even more than those who go to college do these young people need continued guidance. Trained persons know how to encourage these older adolescents and young adults to further their best interests and meet their responsibilities as maturing individuals.

Not only have many opportunities been provided for continued learning by adults after they supposedly have completed their formal schooling and have moved into the field of productive activity but also, in increasing numbers, individuals are taking advantage of those opportunities. So many are the offerings in programs of adult-education that, contrary to his earlier school experiences, the adult student now is able to select a course or courses in light of his immediate interest rather than to fulfill graduation requirements.

If an adult is taking a course associated directly in a practical way with his existing interests and responsibilities, he generally experiences no difficulty in

giving it his full attention. The parent who is attending a course on child-care dovetails the content of the course with his or her daily activities as he attempts to apply in parent-child relations some of the principles or practices discussed in class. In the same way, a worker whose study activity is aimed at the improvement of the work in which he is engaged during the day attempts to carry study material into workroom practices.

General cultural subjects such as music, art, literature, social studies, and related subjects can serve as relaxers. The interest the student brings with him to the course motivates him to learn as he enjoys himself. Any extracurricular activities connected with the study may be regarded as forms of recreation: attending concerts; visiting museums; reading books; attending or participating in group discussions that deal with economic, political, or social matters, and so on.

On the adult level, study difficulties are more likely to accompany attempts to master subject matter that is unrelated to one's daily activities or one's cultural interests. Systematic studying is not always easy for the adult. Study engaged in for the purpose of providing for future or anticipated needs, the content of which is unrelated to one's present life pattern or interests but the mastery of which may be required, is not done without a great deal of effort. The student may find that he does not know how to tackle the material; he may not follow the instructor's discussion of a topic; he may permit his attention to wander; and (most serious of all) he may become discouraged and decide that the results are not worth the effort he is putting forth. In such instances, the encouraging "prodding" that is given by an interested counselor has great guidance possibilities.

Interest in and attitudes of adults toward education The students in even a single course in adult education differ among themselves in many ways: age, occupation, educational background, mental ability, ambition, and attitude. Nevertheless, they have one thing in common; they are eager to improve their knowledge, skill, or attitudes in a particular area of interest, such as better family living, vocational advancement, greater cultural understanding, refined appreciation of one of the arts, or improved skill in a sport or other recreational activity.

These adult students may possess a wealth of background knowledge or "know-how" gained through experience; they are critical; they are in class to learn quickly and well, not to accumulate credits. They demand inspiring teachers who are thoroughly grounded in subject matter and whose teaching methods will enable them to learn with a minimum of effort. They want to obtain new knowledge or skills as a result of class discussion or activities. They are busy people, so they do not want to be required to engage in difficult study during out-of-class time.

Adults resent, as do most adolescents, an instructor's treating them as if they were children. This is especially noticeable in classes for non-English

speaking adults. Yet, adults will lean heavily on the instructor; a few have a tendency to monopolize his time and help at the expense of other members of the group. Because of strong motivation toward one or another form of self-realization, the instructor becomes the key person in the education and guidance which adults seek. Adults welcome also the opportunity afforded them by the class situation for making social contacts. In fact, the strongest motivation for attending adult education classes sometimes is the need for socializing as a relief from routine home or work experiences.

Qualities of a group leader In order for the group leader to function effectively as a mentor and guide it is imperative that he possess certain confidence-instilling characteristics. Among other qualities he (1) has a genuine interest in his students, (2) knows them and their interests and idiosyncrasies, (3) endeavors to work co-operatively with his students, (4) gives attention to each individual at each class session, (5) has so thorough a mastery of his subject matter that his approach is functional, inspiring the students to share his enthusiasm and interest, (6) presents subject matter in such a way that much of it can be learned during the class period, (7) avoids arousing any feeling of shame, inadequacy, or failure in the mentally slower students, (8) displays a keen sense of humor, (9) shows concern for the health and safety of his students, (10) discourages inconsequential digression but motivates worthwhile discussion, and (11) maintains a high level of student interest and participation throughout the course meetings. To the teacher who brings to his work these attitudes and behavior patterns will come the rewards that accompany satisfaction in any line of endeavor; the payment in appreciation from his students will be immediate, heartwarming, and lasting.

GUIDANCE IN ADULT EDUCATION

In the city of Cleveland, Ohio, an adult education program has been in progress for over a century. Until recently it was entirely under the sponsorship of the Board of Education. Now the colleges in the city offer courses for adults, on both a credit and a non-credit basis. Recently, Western Reserve University launched a program which permits the receiving of an Associate in Philosophy degree upon completion of 60 approved credits.

In his report to the Superintendent of Schools, Dr. Ralph E. Crow, Director of Adult Education in Cleveland, referred to the fact that, though the program started in 1850 with a small group of students, by 1950 the number had exceeded 15,000. In 1959 there were more than 40,000 adults enrolled in approximately 2,000 classes taught by qualified teachers employed on a part-time basis. These classes for adults hold their sessions in school buildings, industrial plants, settlement houses, and other convenient places. Television

was introduced in 1950, as a medium for reaching a large number of adults.

In the Cleveland adult-education program an attempt is made to provide education in the following areas: basic elementary subjects, when needed; English for immigrants; high-school courses; parent training; homemaking; trade and industrial improvement; distributive procedures; audio-visual instruction; civil service preparation; and radio and television theory and practice. The program in the Cleveland schools focuses on course offerings, though guidance services are also included. The program is financed mainly by student fees. This amount is supplemented, however, by money received from the federal government and the state for vocational and veteran education.

The next few pages show in detail a community guidance program for adults as it is being developed in Schenectady, New York.

GUIDANCE SERVICES FOR ADULTS, SCHENECTADY, NEW YORK.

AIMS AND OBJECTIVES

The Schenectady Civic Youth Council was originally established chiefly as a "post high school, bridge-the-gap" organization, with one of its main assignments to do everything possible to counteract any subversive influence which might be active among the young adults of the community. Gradually, as the subversive worries lessened somewhat at the close of the war, the Council became more educational in nature with emphasis on civic activities, and the advisor became more of a personal counselor. The average age of the group rose from 19 to about 22 or 23, where it is today.

At the present time a little more than one-third the time of the person assigned to be in charge of young adult education is used for guidance, approximately one-third is devoted to the program of the Young Adult Civic Council, and the remainder to many activities, including interviews with dropouts, acting as executive secretary for the Community Ambassador Project, doing follow-up and research work on dropouts and high school graduates, and other matters pertaining directly or indirectly to the area of young adult education.

The Schenectady Public Schools officially accepted some responsibility for out-of-school education and guidance when the office of Young Adult Education was established and located at Nott Terrace High School. The committee which has the responsibility for studying the present situation and making recommendations for a satisfactory guidance program for the future presents this report with full confidence that guidance for young adults is an accepted policy of our public schools. At the present time about 250 young adults are served annually, many of whom could profit by a follow-up procedure. The following statement of needs and recommendations is submitted.

I. A GUIDANCE PROGRAM FOR OUT-OF-SCHOOL YOUTH

What would be a suitable, desirable and possible program of guidance for out-of-school youth in this community?

A. Out of School Youth and Young Adults include:

1. Early school leavers
2. High school graduates not going on to college

3. College dropouts

4. College graduates who still need some guidance

Criteria should be established for guidance for out-of-school youth—for whom it should be furnished, how much in quantity can sensibly be made available, how the young people can be reached, and how existing school agencies can best assist in such a program.

It is believed that more and better guidance services should be available for young adults and the best method of providing these services is to have out-of-school youth counseling become a part of the regular high school counseling service.

A successful program requires thorough understanding of and acceptance by school principals and other school personnel. The proposed program assumes co-operation with the New York State Employment Service, industries, offices, stores and other places of employment.

Greater provision should be made for research and follow-up studies. Sixteen year old boys and girls are required to be either in school or in legal employment. There should be a follow-up of these boys and girls to determine their school employment status and to offer assistance if needed. Other early school leavers should be followed up if and when time permits, with assistance made available to them when possible.

B. Counseling Needs

Counseling needs include giving information, helping young adults gain desirable independence, discussing family relationships, and providing opportunities for educational and social growth.

1. Employment
 - a. Pre-employment
 - b. Job seeking
 - c. Up-grading
 - d. Re-counseling and re-placement
2. Education
 - a. Personal improvement
 - b. Vocational advancement
 - c. Return to school or college
 - d. Cultural advancement
3. Social integration
 - a. Dating and pre-marriage
 - b. Marriage and family problems
 - c. How to win friends
 - d. Group membership
 - e. Community participation
4. Finances and economic problems
 - a. Budget making
 - b. Cost of living
 - c. Education
 - d. Recreation
 - e. Family responsibilities

II. NEEDS

A program of guidance for out-of-school youth must be more than a general guidance program. It serves to help bridge the gap between school life and adult living. Any program for young adult education should help to meet the needs most frequently expressed by young people. These needs are:

- A. Vocational advancement
- B. Community leadership
- C. Family living
- D. Profitable use of leisure time
- E. Improved ability of self-realization
- F. Emotional adjustment
- G. Continuing education

III. RECOMMENDATIONS

It is recommended that the present senior high school counseling service be expanded to include counseling services to the out-of-school youth through:

- A. Guidance and help to all young adults
- B. Cooperation with other young adult programs in the community
- C. Cooperation with business, industry and school offices in the employment of young people
- D. Liaison with the County Probation Department, law enforcement agencies and social service agencies
- E. Surveys and follow-up studies of out-of-school youth

QUESTIONS AND TOPICS FOR DISCUSSION

1. Compare the guidance needs of adults with those of adolescents.
2. List the functions of adult guidance.
3. Formulate answers to the questions that are often asked of counselors by adults (pages 330-332).
4. What opportunities in adult education and guidance are provided in your community?
5. To what extent do the adults in your community take advantage of the educational and guidance services provided for them?
6. Which are more likely to seek the guidance aids offered, young adults, middle-aged adults, or older adults?
7. Indicate specifically how guidance services provided by a community can help to meet the guidance needs of adults.
8. What training and experience should be required for counselors in charge of community guidance services?
9. What help should an individual be given in making a vocational choice?
10. What attitude should a worker on the job assume toward his fellow workers?

11. What attitude should a worker assume toward a supervisor who is his personal friend?
12. Employers desire to establish good relations among their employees. Explain why.
13. What follow-up should be done by the guidance staff of such schools as secondary schools, colleges, and adult education institutions?
14. Evaluate the adult education program offered in Schenectady.



The words *normal* and *average*, as applied to human development or behavior, are terms commonly used to describe individuals who display personal characteristics that are similar to those of most others of their same age. Some individuals differ so greatly in one or another characteristic that they are regarded as *abnormal* or as *deviating* from an accepted norm. Abnormality, like deviation, is a general concept, implying the state of being *away from the norm*. A person whose possession of a trait or quality *below* that of an average or normal individual is considered to be *subnormal* in that respect; one who evidences greater than normal possession of the characteristic is *supernormal*.

In the determination of normalcy, the size and constitution of the group studied is a significant point of reference. Extremes in deviation, however, are found among all traits, regardless of the composition of the group. For example, the results of height studies indicate that the average man is taller than the average woman. Deviations of height occur in each group, i.e., there are abnormally tall (supernormal) and abnormally short (subnormal) men and women.

NATURE AND EXTENT OF EXCEPTIONALITY

A child is classified as exceptional, abnormal, atypical, or deviating if his ability or behavior differs markedly from that which is considered to be standard for his group. Each individual differs from every other individual to the extent that there are differences in inherited potentiality and variations in the effect on growing and maturing persons of their particular environmental experiences.

Meaning of exceptional Exceptional or atypical refers to a condition of an individual that even to the casual observer appears to set him apart from other members of the group. From the point of view of the school, the excep-

tional child is one who deviates from seemingly normal children in his physical, mental, emotional, or social status to such an extent that he usually is unable to profit from learning in "average" group situations. He requires the provision of special educational opportunities to prepare him for constructive living among "normal" individuals in spite of his deviate state.

The types of deviation for which appropriate schooling facilities may be needed include:

Physical and health conditions

Handicaps: visual, auditory, motor, speech

Crippling or lameness

Impairment of heart or lungs

Frailties

Mental ability

The gifted

The retarded

Personality pattern

Emotional disturbance

Social maladjustment

If a deviate individual of school age is to be guided adequately toward meeting his emerging educational needs, the kind of services provided for him must be fitted to his particular type of deviation.

Extent of deviation No information is available concerning the exact number of individuals with extreme functional differences. It has been estimated, however, that between 10 and 15 per cent of school-age young people are prevented by extreme functional deviation from developing their potentialities

Table 3. Incidence of Deviation in School-age Population

Types of extreme deviation	Approximate per cent of school-age population	
Gifted (above 130 IQ) (120-130 IQ)	1.00	6.00
Mentally retarded (below 70 IQ) (70-80 IQ)	1.00	6.00
Motor handicaps	1.00	
Speech handicaps	5.00	
Hearing handicaps	1.20	
Visual handicaps	.23	
Physical health problems	.50	
Personality problems and/or social maladjustment	1.00	
Total	10.93	12.00

successfully solely through participation in regular teaching-learning situations. The approximate percentages for each type of deviation or abnormality are shown in Table 3.

GUIDANCE PROBLEMS OF THE PHYSICALLY HANDICAPPED

An atypical child can be expected to experience the inner drives, urges, and interests that are characteristic of his peer-age associates. Since the satisfaction of his needs often is limited by his atypical condition, he is likely to encounter frustrating situations or conditions. The effect on the individual of thwarting experiences varies with (1) the particular type of deviation, (2) the behavior of others toward him, and (3) the attitudes he develops toward himself, his atypical status, and his associates.

Visual handicaps About .03 per cent of the school population is blind and another .2 per cent is partially sighted. When the vision of a young person falls between 20/70 and 20/200 vision in the better eye, after all attempts at possible correction have been made, his problems are different from those of the totally blind. The individual who is born with weak eyesight constantly is faced with the necessity of interpreting what he sees by means of what others say they see. The difficulty is intensified if neither he nor others recognize that his vision is impaired. His inaccurate deductions of what he is supposed to see may brand him as uninterested, inattentive, or even stupid.

Physicians, parents, and school people have become increasingly alert to the child's need for eye care. Physicians treat the eyes of newborn infants to prevent possible venereal infection. The pediatrician watches carefully the visual development of the growing individual. Parents are concerned with the discovery of early symptoms of abnormal vision. In most school systems, periodic eye examinations for all pupils are mandatory; proper glasses are recommended for those children who need them.

A serious problem of blind and partially sighted school children is the development of good social attitudes. They need to find a place for themselves among their sighted peer associates. This objective can be achieved through their participation in as many school experiences as their handicaps will permit. Hence, insofar as it is advisable, they should receive their education in regular classes. This should be a requirement on the secondary and college levels, since learning aids in Braille are available. It is extremely important that the handicapped pupil on any school level be an accepted member of his peer group. He is sensitive to the attitudes of others toward him. He resents being helped too much as well as being ignored.

Hearing handicaps Total deafness, which affects about .01 per cent of the school population, usually can be discovered early in the life of a child. Since

impaired hearing is less noticeable than impaired vision, the child may succeed in concealing his deficiency for a long time. Hearing impairment may result from any one of various defective conditions of an individual's hearing mechanism. It is possible, therefore, to restore hearing through surgical operation, or improve it by means of a hearing aid. The totally deaf child whose hearing cannot be restored needs to be helped early to adjust to his sound-free environment. It is a frustrating experience to observe people and objects in motion or watch a person's lips move but to lack the ability to combine hearing with other sense experiences.

Another difficulty of a child who is deaf from birth is that he cannot speak intelligibly; he is unable through imitation of the oral speech of others to produce sounds which follow the course of developing speech patterns of normal children. In the past, an elaborate system of sign language provided a means of communication among the totally deaf. The more recent recognition that oral speech is accompanied by throat vibrations which differ in intelligible oral sounds has been a boon to deaf children. In addition to their learning to "read" the lips of a speaker, they now can be taught to speak. Training a deaf child to talk requires a tremendous amount of patient endeavor on the part of the teacher, however. Not only are expert teaching techniques needed but also understanding attitudes that will serve the child as morale building approaches.

Parents and teachers often misjudge the behavior of a child with impaired hearing. Hence they do nothing about it. Consequently, by the time the child reaches adolescence, if the defect is permitted to continue without help, little can be done to remedy the difficulty and the wearing of a good hearing aid becomes necessary. Although the value to them of this mechanical aid is being recognized by adolescents and adults, it is not a substitute for normal hearing that could have been restored during childhood. Counselors, teachers, and parents are charged with the responsibility of discovering hearing impairment among young children and then arranging for immediate treatment of the defect.

Speech handicaps Speech defects usually are classified by two major categories: *organic* and *functional*. Certain speech difficulties result from structural or organic abnormalities. Among these deformities can be included cleft palate, harelip, malformation of the teeth, malformation of the vocal organs, or brain injury. If a school counselor believes that a child's difficulty is organic he should refer the child to the proper agency.

Some defective speech patterns result from imitation during childhood of adult models that represent inadequate speech standards. These include slovenly speech, inadequate voice control, and foreign accent. A growing person finds it difficult to alter or eliminate unattractive speech or voice habits that had been developed earlier and accepted in the home and neighborhood.

If the individual discovers later that his speech is abnormal for his current

group, he may become embarrassed and emotionally insecure. He then may meet the disturbing situation by an intensification of the undesirable speech or voice usage. He may withdraw from the group, refuse to speak unless he is compelled to do so, or deliberately develop artificial speech patterns which he hopes will win approval.

Stammering or stuttering often is caused by a severe shock or strong emotional conflict. Sometimes an individual finds that his thoughts flow so quickly that they run ahead of his ability to express them orally. This induces emotional excitement. The more emotionally excited he becomes, the greater is his difficulty in using words without hesitation. Thereby emotional blocks that interfere with normal speech development are established. In the classroom, the teacher can do much to help the afflicted person release the tension of the conflict-arousing situation. Through interviews with the stammerer or stutterer, the counselor can discover the underlying cause of the emotionalized state, and help in a change of attitudes. If the difficulty is deep-seated, psychiatric treatment may be needed.

Motor handicaps As is true of most deviates, the orthopedically handicapped (individuals with motor handicaps), possess urges and desires that are characteristic of physically normal children. If their handicaps are sufficiently severe so that they are barred from the forms of activity in which their associates engage, these individuals experience feelings of thwarting and discouragement; they resent their crippled condition which denies them participation in interesting recreational and social activities. It is possible, however, for parents and school people to help them accept their handicap and learn to achieve satisfying success in suitable activities, thereby earning the respect and friendship of their associates.

Some motor handicaps are localized. An accident may have caused the loss of a limb. This may limit the individual's physical activities but not impair his general physical constitution or mental alertness. Through proper guidance individuals with such handicaps often are able to achieve a high degree of competence in their school work or in occupational activity and to develop cheerful outgoing attitudes. If they are able thereby to divert attention from their physical handicap, they become esteemed members of peer groups.

The attitude of parents and teachers toward the crippled individual is extremely important. The parent may be oversolicitous or he may continuously give expression to a feeling of guilt caused by his actual or imagined responsibility for the child's physical impairment. Such potential behavior creates an environment conducive to the arousal in the deviate of self-pity, overdependence on others, or perhaps deep resentment. Parental attitudes of acceptance, understanding, and helpfulness usually motivate the handicapped child toward the development of constructive, self-orienting attitudes and behavior. The school counselor or teacher also exerts a potent influence on the attitudes and behavior of handicapped individuals.

Special health problems Some individuals are susceptible to epileptic, tubercular, or cardiac difficulties. Many delicate children outgrow their physical frailty. If a delicate child's health is not watched carefully, however, he may become a victim of a more serious health condition. Through regular physical examinations, a doctor or a nurse can discover whether a child displays symptoms of a health difficulty. If such symptoms are present, a physician, the parents, school people, and the young person himself can do whatever is needed to alleviate the condition.

The delicate or frail child often is pampered in the home and relieved of any responsibilities. Sometimes school people also are overprotective. Although the elementary-school teacher is likely to be sympathetic toward the child's delicate condition, he can help the child most by not granting him privileges that are denied the more robust child. If his delicate health is over-emphasized by adults, the child can become so self-centered that he expects other children to satisfy his every whim, thereby causing them to dislike or resent him. Through understanding guidance, a child whose health handicap does not bar him from school attendance can be encouraged to participate in curricular and cocurricular activities within the limits of his health and intellectual ability. Many parents and school people co-operate to help such a child develop those outgoing and socially acceptable attitudes that lead to his becoming a well-liked member of any group.

GUIDANCE SERVICES FOR THE PHYSICALLY HANDICAPPED

It is difficult to place oneself in the position of the physically handicapped person. Blind, deaf, crippled, or otherwise disabled persons experience specific problems of adjustment. Our association with any one of these persons should not be one of mere pity or sympathy; it should be a normal, co-operative relationship. We should aim toward keeping the victim of the disability from becoming resigned to the role of invalidism. He must be helped to realize that he can and should be an integral part of his family and of his community.

Rehabilitation is a rebuilding process. We plan carefully when we remodel a house. When the rebuilding of a person is required in order to fit or refit him for a place in the social order, we should provide the talent, the machinery, and the opportunity that will give the individual a chance to better his condition, and we should provide for his emotional satisfaction through participation in activities fitted to his handicapped state.

The handicapped person is beset by many fears: loss of prestige, loss of ability to make a living, the necessity of change from accustomed work to an occupation in which he may be less competent. He needs encouragement toward achieving and maintaining self-confidence if he is to attain efficiency in his work. Unless he is helped, conflicts may arise. He turns his thoughts in-

ward and is alarmed by his own attitudes. He does not want to be regarded as a misfit, an invalid, or a cripple. He craves the kind of treatment that is experienced by the physically fit.

The physical deviate needs a friend in whom he has confidence, to whom he can express freely his emotionalized attitudes toward his condition. The sympathetic but objective counselor or teacher can be that person. Morale-building implies more than understanding, however. The handicapped person must be helped to learn to (1) be independent, (2) care for his personal needs, (3) become proficient in a suitable occupational field, and (4) assume appropriate family, social, and citizenship responsibilities.

The physical deviate in school It is the policy in most school systems to provide for the education of the physically handicapped in regular classrooms, insofar as this procedure is advisable. In addition to proper professional care provided by the parents, by the school, or by community agencies, various appropriate privileges are granted them. Some of the most common of these are listed here:

1. Pupils having somewhat impaired eyesight, even though they are wearing eyeglasses, are permitted to move about the classroom freely to read what is on the blackboard, maps, or bulletin boards.
2. Partially sighted pupils are provided the services of selected classmates as readers.
3. A hard-of-hearing pupil is seated in the front of the classroom and is permitted to change seats to hear what is said by other members of the class.
4. Lame pupils or those confined to a wheel chair are transported to and from school by special buses, are assigned to rooms on the first floor if possible, or are permitted to attend a school having elevators, even though it is outside the pupils' school district.
5. Physically handicapped secondary-school students usually are permitted to leave their recitation classes before the regular time for dismissal, to avoid passing through crowded corridors.

In addition to the granting of these privileges to physically handicapped children, many schools provide appropriate facilities or special classes. Whenever or wherever it is feasible, a deviate's program is so arranged that for at least part of each school day he participates in learning activities with a regular class group. We are presenting here reports of what is being done for the handicapped in several school systems; many similar programs are in operation throughout the country.

The Great Neck schools provide a number of additional services for handicapped pupils. For example, children who have extremely poor eyesight are sometimes furnished with books printed in large type and with special writing materials. Blind

pupils attending the schools receive supporting help from itinerant teachers. This service is available also to deaf pupils. For certain pupils with asthmatic or cardiac conditions, programs of limited school activities are arranged.

A speech education program also has been introduced into the Great Neck, New York, schools.

In the elementary schools at the beginning of the school year, each child entering the system for the first time is given an articulatory test. From the results of these tests and the retests of children who had speech difficulties in the previous year, speech reports are compiled. Each teacher receives a report on the children in her class. Those found to have minor faults are told how to overcome them, and those with major faults are scheduled for special speech work. Through in-service classes for teachers, and conferences, administrators are apprised of the nature, causes, and consequences of speech problems, and all are drawn into an activity which attempts to improve the speech habits of the children involved. The education program is carried to the classroom by the speech teacher. Demonstration lessons are given to teach the skills and concepts of better speech through work in oral interpretation of poetry and prose, discussion, creative dramatics, and choral speaking.

In the junior high school all seventh grade pupils are observed by trained speech teachers during the required Social Arts period to determine whether they are in need of speech improvement. Parents as well as teachers may recommend children to be enrolled in the improvement program. Each pupil meets his speech teacher one period a week. Instruction is carried on in small groups of four to six. A child receives both individual attention and small group instruction in a variety of situations.

Speech improvement continues to be a concern at the senior high school level. All sophomores are observed in the basic speech course. All new students are tested by the speech correctionist. Referrals to the program may also come from the junior high school, the classroom teachers, counselors, and parents.

The school system of Wilmington, Delaware, has developed a comprehensive program for the education of the physically handicapped.

Physically handicapped children are given as complete an education as is possible in light of their specific handicap and an education which will lead to independence and self-support. School physicians, psychologists and teachers attempt to help such children obtain an adequate realization of the nature of their handicap, and to help them live realistically with it.

1. Deaf

Separate classes for deaf children are maintained. Provision is made for these children to spend some time with normal learning children in order to provide them with an opportunity to use lip reading and speech abilities. The amount of time deaf children spend in regular grades increases as they grow older and as they develop in the ability to communicate. When promoted to secondary school, deaf children are assigned to homeroom classes with normal children, but are given regularly scheduled opportunities to receive help in speech and language from a resource teacher.

2. Blind

Classes for young blind children are maintained. While such children spend the greater portion of the school day with a trained teacher of the blind, provision is made for them to have opportunities to meet and play with sighted children.

As they grow older, and develop in academic skills, blind children will spend more and more of the day with normal or sighted pupils, coming to the resource teacher for help with Braille, special assignments, counseling or other kinds of assistance.

3. Partially Sighted

Sight-saving equipment (books, desks and various devices) is available for use in the regular grades by sight-saving cases, until such time as a sufficient number of such cases is discovered to make a separate class feasible and desirable.

4. Orthopedically Handicapped

Facilities are being planned to enable cerebral palsied children or those with other types of severe orthopedic handicaps to receive a sound education in Wilmington schools.

Until such facilities are available, children with minor orthopedic handicaps are urged to attend regular grades and to follow a program of education and rest planned by principal, teacher and nurse with the cooperation and advice of the attending physician.

5. Children with Special Health Problems

When recommended by the physician, a part-time program is planned for children of lowered vitality, cardiac cases and other types of physical illness or handicap. Rest periods within the school day are arranged if recommended.

6. Speech Handicapped and Hard of Hearing

Two periods per week of special instruction or therapy are given by trained teacher-therapists (who travel from school to school on an itinerant basis) for hard of hearing children and for children with speech defects. Grade teachers are asked to follow specific recommendations made by these specialists with respect to proper seating, special exercises, conditions under which the children are to be called on for recitation in class, etc.

7. Homebound or Hospitalized

Home or hospital instruction is provided for all children whom the attending physician certifies to be physically unable to attend school, and who have the mental ability to profit by such instruction. Three or more periods per week of such instruction is given at home or hospital to such pupils.

8. Epileptics

Epileptics are accepted for schooling in regular or special classes when the attending physician and the school physician agree that medication being administered is controlling the seizures.

Note: Adaptive Physical Education

For all physically handicapped children in a school, in addition to a program of rest, a physical education program suited to their particular problems may be developed with the cooperation of the supervisor of physical education, the medical staff, and the cooperation and advice of the attending physician.

In the elementary schools of Phoenix, Arizona, there are special classes and other services for children who are partially sighted or hard of hearing or who have speech difficulties.

PARTIALLY SIGHTED

Assignments

A class is provided for partially-seeing children in one of our schools. Children throughout the district are transported by bus to this school. Children outside of District No. 1 are sometimes accepted. The parent or their own school district pays tuition.

Referrals

School personnel, parents and physicians refer children whose vision is so impaired that they cannot profit by regular classroom placement to the director of Child Study Service. An ophthalmologist must recommend the child for placement, and the child must have a psychological examination to determine educational capacity.

Orientation

Children are accepted in this class from first grade through the sixth. The total number, however, is kept small. The program of instruction is integrated with the regular classrooms, supplemented by special materials and work designed to meet the specific needs of partially-seeing children.

HARD OF HEARING

Assignments

One class is provided, and children who are hard-of-hearing are transported by bus to this school.

Referrals

Applicants for this room are screened both medically and psychologically to determine their capacity to profit by this instruction. The children may be referred by parent or teacher, or they may be located in the course of the district-wide hearing testing program.

Orientation

The purpose of the class is to help hard-of-hearing children begin to progress at the level of their capacity, and to return them to the regular classroom as soon as they are able to make an adequate adjustment. Aural training, lip reading, and speech therapy are some of the methods used to help these children.

SPEECH DIFFICULTIES

Assignments

The speech workers function for the entire district in a two-fold program of speech and hearing work. Office hours are maintained at the Administration Building one half day a week: the workers are at the school the rest of the week.

Referrals

Speech correction services are provided for children whose speech deviates to the extent that it interferes with communication, calls undue attention to itself, or interferes with the normal adjustment of the child.

Audiometric screening of all school children in the district is also undertaken every other year, and a follow-up program involving medical referrals, preferential classroom seating, individual hearing aids, etc. is carried on under the direction of the

speech workers. Referral to the hard-of hearing class is made when the hearing loss is severe enough.

Orientation

The speech workers endeavor to correct or alleviate the specific speech or hearing defect of the individual child. Emphasis is also placed on work with the parents, the family physician, and the teacher to create the best climate for treatment, acceptance, and growth both at home and in school.

The nonschool-attending physical deviates Some school-age persons are so severely handicapped that it would be inadvisable, perhaps dangerous, for them to attend a regular school. Various provisions are made for their education and guidance. In some large school systems, such as that of New York City, for example, totally deaf children receive rehabilitating as well as general education in special schools established for their use only. Other handicapped children are taught, either temporarily or permanently, in their homes or in hospitals, by regularly appointed teachers who not only have had some experience in classroom situations but also have been prepared for this type of work.

Another example of a special school is the Nassau County Cerebral Palsy School at Roosevelt, Long Island, New York. The state and the local school district share in the payment of instruction and transportation for cerebral palsy patients accepted for instruction at this school. Whenever possible, however, cerebral palsy victims, even though they are wheel-chair patients, are encouraged to attend regular schools:

These young people are denied the social benefits of mingling with their nonhandicapped peers. Hence, when a physical deviate recovers sufficiently from his serious affliction, he is returned to a regular school. This may be a gradual process, however. For example, in New York City, licensed teachers are provided for children confined to hospital beds. In addition, some hospitals conduct classes for what are termed "out-patients" or those young people who live at home but who because of their health condition are not ready for regular school activities. When a child or adolescent appears to be ready for discharge from the hospital a liaison counselor arranges for his admission to an elementary or secondary school near his home, and follows up his adjustment to and progress in that school.

The program for Great Neck follows:

The minimum period of confinement that entitles a child to home instruction is eight weeks. If home teaching seems advisable, the parent must submit a formal request to the Superintendent accompanied by a statement from the attending physician. Then, a teacher is assigned to give lessons in the home. Elementary school children are offered instruction at the rate of one hour per day; junior high school pupils, an hour and a half; and those in the senior high school, two hours.

The program of home teaching is designed to allow a student to continue school activities with little interruption. Liaison between the public school pupil and his

class is provided by the home teacher who maintains a close contact with the child's regular teachers. Because of the home instruction the problem of adjustment is eased when the child returns to school.

A poignant example of what the program of home teaching can mean to an individual was provided recently by one senior class student who, though confined to her home for the entire school year, was able to pass all of the regular examinations, graduate with her class, and gain admission to college.

The procedures for the homebound elementary-school children in Phoenix, Arizona, include:

Assignments

Under the law the state is given the financial responsibility of providing instruction for all homebound children. Teachers are assigned to give each child 16 hours of instruction per month.

Orientation

This program assists children to keep up with their classwork, so that they can make an adequate adjustment when they return to school. Homebound instruction also helps to keep these youngsters interested and to develop constructive attitudes toward their illness.

Referrals

Application for homebound teaching is made to the director of the Child Study Service, who determines whether the child is eligible. The child must be between the ages of six and twenty-one, must have a physical disability which will keep him out of regular school for at least three school months, must not have a contagious disease, and must possess adequate mental ability to profit by instruction.

OCCUPATIONAL REHABILITATION OF THE PHYSICALLY HANDICAPPED

Some attempts were made in the past to help the physically handicapped, especially the blind, toward occupational participation. Our present concern about their welfare can be traced in part, at least, to the impetus provided by the treatment of wounded servicemen during and after World War II.

Informal medical treatment Since the War and Navy Departments do not believe in discharging a man until he has attained a definite degree of physical health, medical and surgical care of the injured or wounded serviceman begins long before he is discharged from the service. Much fine work has been done by the medical division of the armed services toward the rehabilitation of disabled servicemen.

In general, there has developed confidence in the medical service rendered in the veterans' hospitals maintained by the Veterans' Administration. Every

modern scientific measure is utilized for the physical rehabilitation of veterans, even where the prognosis is not very hopeful. It is not advisable, however, to house too many physically disabled persons in the same hospital, since an individual patient is likely to become discouraged by the presence around him of cases worse than his own. Sometimes there is a tendency to be more aware of those patients who do not respond to treatment than to place the emphasis on those cases that show definite improvement and can be discharged from the hospital.

Value of occupational therapy If the physical impairment is conspicuous, such as the loss of a limb, there may be an introduction of morbid psychological factors into the mental consciousness of the patient unless mental hygiene principles are applied at the same time that attention is being given to the care of the physical disability. Rehabilitation following the loss of an arm or a leg can never be complete, but a great degree of emotional adjustment can often be achieved. It is truly remarkable that many disabled persons have learned to manipulate artificial limbs with ease and lack of self-consciousness.

Great strides have been made in the successful application of occupational therapy. Participation in occupational crafts and trades has done much to assist mentally or physically disabled persons to regain skill and dexterity in normal activities. The success of these therapeutic measures has been made possible, in great part, by the good sense and understanding of occupational therapists, as well as by their knowledge of the human body and of handicrafts.

Improved surgery, greater understanding of human factors, and extended utilization of occupational therapy have combined to offer a much more hopeful future to disabled war veterans of World War II and Korea than was possible for those who were wounded in World War I. Artificial limbs and plastic surgery have worked wonders, and the attitudes of the handicapped and of their associates have been guided toward an intelligent and objective acceptance of the disabilities.

GUIDANCE PROBLEMS OF MENTALLY ATYPICAL INDIVIDUALS

If an individual's performance of mental tasks deviates to so great an extent in either direction from an established norm of behavior that it is difficult or impossible for him to adapt his thinking patterns to those of most of the group he is considered to be mentally atypical. Representative of mental exceptionality are the very superior or gifted and the extremely slow or retarded. In their life activities and their relationships with associates, both the gifted and the retarded are likely to experience problems of adjustment not encountered

by persons of average intelligence. Although the problems of the very bright differ in kind from those of the very slow, difficulty of adjustment can be equally serious for both.

Identification of the mental deviate The mental status of a very young child cannot always be evaluated correctly by the parents or the teacher. He may be a slow developer or, in his early years, give evidence of "bright" behavior that fails to continue as a characteristic of his developing personality pattern. It may be difficult to determine even during the individual's later childhood and early adolescence whether he possesses average mental ability or is a deviate. Some parents consider their child to be superior to his peers, despite behavioral evidence to the contrary. Sometimes it is almost impossible to convince the parents of a mentally retarded child that their child cannot perform even simple tasks adequately.

One of the most important responsibilities of school people is to discover as early in a child's school life and as accurately as is possible his probable learning potentiality. Factors other than innate mental capacity can affect the degree of successful learning achievement. It is therefore imperative that counselors and teachers recognize the relative significance in an individual's displayed behavior of natural endowment and of environmental influence.

The kind and extent of deviation from average performance of mentally atypical learners can be identified in various ways: (1) administration of valid and reliable tests of intelligence, (2) observation by the teacher, (3) counseling interviews, and (4) construction of case histories. School people, eager to discover and utilize appropriate curricular materials and teaching approaches for the benefit of the mental deviate, sometimes are too hasty in their identification and labeling of him. As a result of considerable research in the field, however, the display of certain qualities or traits has come to be associated with the possession of great mental superiority or of extreme mental retardation.

Characteristics of the gifted Unless poor physical or mental health interferes, a gifted young person is likely to exhibit the following characteristics in his learning activities: keen observation; rapid and accurate mastery of learning material, and good retention; quick response; good comprehension; clear, often original, thinking and logical reasoning; intellectual curiosity and a wide range of informally-acquired knowledge; extensive vocabulary, and widespread reading interests which, among older children, may be on a high adult level. The gifted are likely to recognize their own learning lacks and attempt to satisfy them by asking searching questions or through personal research.

Contrary to popular opinion, especially in the past, the physical constitution and health of exceptionally bright young people usually is better than the physical condition of their mental inferiors. In general, the gifted tend to be

superior to their mentally less able age-peers in height, weight, strength, and eventual length of life span. Unless they are exposed to extremely frustrating environmental conditions or situations, they also are emotionally and socially well adjusted.

Physical and emotional superiority is not necessarily characteristic of every mentally superior individual, however. Whether a particular gifted adult has achieved good health status, emotional stability, and social poise during his preadult years depends in great part on his parents' attitudes toward his mental exceptionality, and in part also on his experiences in school and his relationships with his peers. Parental encouragement of the bright young child's "showing off" his talents may have unfavorable results. The outgoing child can become aggressive, too sophisticated for his age, or overdemanding of attention; the sensitive or shy child tends to retreat from "request" performances, thereby gaining parental disapproval of his supposed stubbornness or lack of co-operation. The aggressive child bores his captive audience; the shy child embarrasses his parents and their friends.

Although parents are the worst offenders in this respect, school people are not always without fault. The bright pupil may be permitted to monopolize class discussion periods; his excellent performance may receive too great praise or be set as a model for the less able; he may be granted privileges denied other pupils for no other reason than that he is bright. Such treatment is not conducive to the gifted pupil's development of constructive co-operative attitudes. Moreover, he may be regarded by his classmates as the teacher's "pet," thereby losing leadership opportunities among his peer associates.

Characteristics of the mentally retarded and the slow learner The terms *mentally retarded* and *slower learner* sometimes are used indiscriminately. Technically, the intelligence quotient of a mentally retarded individual is below 75; that of a slow learner is between 75 and 90. The former receives his education in special classes or, if the mental status is extremely low, is institutionalized; the latter may be placed in regular classes but is not expected to perform as well as his more able classmates.

The mentally retarded and, to a lesser degree, the slow learner has a short attention and interest span and has difficulty in concentrating; is unable to participate adequately in academic and social activities; becomes confused easily; cannot think abstractly, work independently, or carry out directions. In addition, the retarded or very slow individual is unable to understand even simple rules or regulations and, therefore, engages in unacceptable, sometimes dangerous activities.

The attitudes of other people toward him are important factors in the retarded child's life. No parent wants to admit that his child is below normal in intelligence; teachers prefer to teach bright children; other children either reject him or tease him, sometimes to the point of cruelty. Unless he is "pushed around" too much, however, he tends to be affectionate and, in his simple

way, to co-operate with others. The extremely slow individual cannot cope with his environment; he is sensitive to the attitudes displayed by others toward him. If he feels that he is being ignored or that he cannot compete with his age-peers, he may develop feelings of frustration that impel him, especially if he is physically strong, to try to engage in physical combat with any one whom he considers to be a thwarting influence.

Significant differences between the mentally retarded individual and his more intelligent peers are evidenced in attitudes toward home relationships, peer associates, and recreational and social activities. In the home he is likely to be docile and helpful, thereby causing his parents to be bewildered by reports from school that his learning achievement is poor and his attitude unco-operative. If he is compared unfavorably by his parents to his brighter sisters or brothers, however, he may become resentful. He then either retreats into himself or becomes actively aggressive toward the other children in the family. The slow-learning child in a regular class tends to seek attention from the brightest members of the group. He may try to win their friendship by offering them his prized possessions, giving them gifts for the procuring of which he sometimes obtains the money dishonestly, or doing odd jobs for them that are within his ability to perform. He enjoys participating in games and sports in which there is much action but few rules to be followed. He also likes to dance. He is an inveterate viewer of television programs and attender at motion picture theaters. Here again he craves action. Subtleties in action or conversation are not comprehended; quiet recreational activities bore him. In his late-adolescent or early-adult years he is likely to be stimulated easily by his sex urges and to engage in promiscuous or abnormal sex activities.

To the extent that his simple wants and interests are satisfied through participation in routine but satisfying activities, he is a happy individual and little, if at all, concerned with the attainment of goals beyond his reach. This attitude is characteristic of the institutionalized extremely retarded individual, the very slow learner, and to a lesser degree of the slow learner in a regular class.

SPECIAL GUIDANCE SERVICES FOR THE MENTALLY EXCEPTIONAL

In earlier chapters we have stressed the importance of (1) fitting curricular offerings and teaching-learning approaches to different individuals' educational needs and interests, and (2) providing guidance services for every young or older person whenever expert help is sought or considered to be advisable. Mentally atypical individuals, especially those of school age, deserve whatever educational opportunities and counseling assistance that are

deemed best suited to meet their respective needs. Much psychological research has been devoted to the study of both the bright and the dull, accompanied by educational experimentation and guidance planning in their behalf. So great has been the emphasis on the education of the mental deviate that some school people refer to the mentally average or normal as a "forgotten" group. Regardless of the truth of such claims, it is true that mental deviation poses a significant problem to school people.

General guidance approaches The extremely retarded individual (*idiot*) usually is institutionalized, since he might cause harm to himself or others if he were at large. In the institution, provision is made for his personal needs and for his training in simple activities. No corresponding separate provisions are made (nor should they be) for the exceptionally superior or the mental genius. Hence educators are faced with the responsibility of so organizing school offerings that the educational needs of every learner will be met. Various organizational plans have been devised. The two most common forms probably are homogeneous grouping and social promotion.

Homogeneous grouping Homogeneous grouping according to mental status for educational purposes still continues to be a controversial issue. Complete homogeneity is the placing into separate class groups on the elementary level and into different course programs or recitation classes on the secondary level of slow, average, and superior learners respectively. This plan has both advantages and disadvantages. In homogeneously organized classes or schools, the teacher is able to provide curriculum materials and utilize teaching approaches suited to the learning needs and interests of his pupils. The latter, however, are denied the opportunity of learning to understand and to work co-operatively with people of differing mental abilities, either now as young people or later as adults.

No matter what scheme is used to identify the various homogeneously grouped classes, a young person and his parents are not fooled. They soon learn what the class label connotes. Unless the guidance worker can convince them about the value of this form of organization, a member of the "brightest" class may be tempted to assume an attitude of snobbishness and all-round superiority toward his less fortunate grade mates; the pupil in the "slowest" class will come to resent being called a "dumbbell" by his associates.

Heterogeneous grouping Heterogeneous class or school grouping means the organization of pupils of the same grade or on the same subject level into class groups according to an alphabetical arrangement or another scheme but without regard to relative mental status. Consequently, the intelligence quotients of the members of a class might range from 75 or 80 to 160 or above.

The advantages of heterogeneous grouping are that a pupil is enabled (1)

to develop an understanding of individuals who may be different from himself, (2) to appreciate their mental strength and weaknesses, their emotional attitudes, their social qualities, their special interests and ambitions, and (3) to learn to evaluate and adjust his own attitudes and behavior patterns with respect to those displayed by his classmates. This can constitute an excellent area of preparation for adult interrelationships.

The disadvantages of heterogeneous grouping are serious. It is difficult, if not impossible, for a teacher to motivate effectively the learning of all of his pupils—slow, average, and bright. He may tend to give more attention to one group than to the others. If he concentrates on the mentally average (usually the largest group), the very bright tend to become bored and to engage in projects of personal interest, thereby distracting the attention of seatmates from class activities. The slow learner, unable to comprehend what the lesson is about, becomes restless, tries to gain the teacher's attention by calling out or in other ways disturbs both the class and the teacher.

Any teacher of a heterogeneously grouped class can cite many examples of the difficulties inherent in the situation. After many years, one of the authors still recalls the antics of a slow elementary-school child in her fifth grade who, unable to compete with his classmates, continued every day, throughout every class discussion, to insist on raising his moving seat, sitting on the edge of it, and then letting the seat go down with a bang. Attempts at persuasion, scoldings by the principal, interviews with the mother, the giving of easy assignments—all were of no avail. He might desist for an hour or so, but then it began again, usually at more frequent intervals and accompanied by guttural sounds and grins. This school lacked the one thing he needed—a class in which he could have some opportunity for competition.

Contrariwise, mentally superior young people who are bored tend to be quiet but to follow personal interests during regular work periods. For example, a small group of high-school seniors played bridge in their seats at the rear of the room; one college student kept up-to-date with current literature, and another devoted the class period in one of her subjects to letter-writing. All these gifted students received A's in their courses. In one instance, the instructor was aware of what the student was doing but realized that she was completing assignments meticulously and performing brilliantly in examinations.

In order to avoid the disadvantages of complete homogeneity of grouping based on the intelligence quotient or of heterogeneous classification only, some elementary schools are experimenting with modifications of both forms of organization. According to Plan A, for example, emphasis is placed on homogeneity. The positions of all children within a common grade are

plotted on a grade graph in the order of relative standing with respect to all other children. The factors which are considered in estimating each youngster's total person include such scholastic achievements as reading ability, proficiency in mathe-

matics, capability in the areas of social studies and language arts, adeptness in artistic and musical work, innate interest in science, as well as scores attained on standardized intelligence tests, evidence of maturity in social relationships and physical and emotional growth.

When each youngster has been recorded on this major grade graph, lines of demarcation to divide the total number of youngsters into the number of classes allotted by the Board of Education are drawn by starting at the top of the graph and taking the first fourth for class 1, the second sequential fourth for class 2, the third sequential fourth for class 3 and the remaining sequential fourth for class 4, where a grade has been allotted four classes. It is significant to know that the proponents of this type of classification (homogeneous grouping) stress that by following this routine each class is made up of very similar children with common interests, common capabilities and equivalent readiness for learning.

Plan B represents a relatively heterogeneous system of classification:

The same graph plotting is prepared as previously but this time instead of dividing the total group into the exact number of classes to be established, the total group is divided into twice the number of units, resulting in 8 groups for 4 classes or 10 groups for 5, etc. At this point in the organization let us presume a grade with 4 classes. The principal would combine group 1 and 5 for the "1" class, group 2 and 6 for the "2" class, group 3 and 7 for the "3" class, group 4 and 8 for the "4" class. It is equally valid to know that the staunch supporters of this system insist that since children must be prepared for adulthood in which they will find need to live with and succeed with other people of varying abilities (some superior as well as others perhaps inferior), this is the more desirable arrangement.

Social promotion The policy of social promotion has been implemented as an experiment in some school systems. The procedure is to promote children once a year from grade one onward according to chronological age, regardless of degree of learning success or failure in the preceding grade. Moreover, at the beginning of the experiment in New York City, the classes were organized on a heterogeneous basis. The fundamental purpose of social promotion was to bring together in the same classroom a group of peer-age children of different intelligence status and of varying degrees of academic success in order to encourage better human relationships among children supposedly at the same stage of physical development.

Since, especially in grade four and above, the intelligence quotients of individual children might range from below 75 to above 130 and the reading ability from a level of grade two or lower to grade eight or above, it was necessary for the members of a class to be divided into three, sometimes more groups, each displaying a degree of learning readiness different from that of any other group.

It has been found that, though the underlying philosophy of social promotion may seem to be theoretically sound, it has more disadvantages than advantages in actual practice. Some of the apparent disadvantages are:

1. The teacher works with one group at a time, especially in reading and mathematics, while the other groups engage in more or less worthwhile assigned "busy" work.
2. Small-group teaching taxes the teacher's ingenuity and demands that he have good control of the class lest some pupils, completing the assignment quickly or losing interest in it, cause disturbance.
3. No matter how well the teacher plans his course, both the bright and the slow are denied full coverage of the term's work.
4. Some slow learners refuse to perform even within their limited capacity because, as they are likely to remind the teacher who attempts to prod them, they will be promoted to the next grade even though they fail in all their studies.
5. Although social promotion is supposed to encourage better human relationships, children tend to select their class pals with respect to similarity of interests and abilities.

The policy of social promotion is being modified in New York City according to a formula whereby promotion or transfer from the elementary to a junior or senior high school is based on a combination of factors including chronological age, mental status, general achievement, and attained reading level. One difficulty encountered in schools having once-a-year promotions is that an unsatisfactory record compels a pupil to repeat a whole year's work.

Guidance implications for the mental deviate Earlier we referred to the necessity of discovering the degree of learning readiness. Accurate statistical identification of the gifted and of the retarded or slow learner requires the utilization of a series of well-standardized, individually-administered measuring instruments. This program of evaluation is the responsibility of a psychologist or a thoroughly trained and experienced guidance worker. Moreover, whether a mentally atypical learner is in a homogeneously or heterogeneously organized class or advances through the elementary grades under the system of social promotion, his counselor's task is to follow his progress and recommend any class changes that seem to be needed.

The specific relationship between a counselor and an exceptional counselee is treated later in the chapter. Aspects of an individual's adjustment other than those associated only with mental status may require expert attention. From the guidance point of view, for example, for a failing pupil to repeat an entire year's work may be an extremely discouraging experience, so affecting his morale that much counseling assistance is needed.

Guidance workers recognize the value to both teacher and pupil of once-a-year promotions. Each can gain, thereby, a better understanding of the other; the teacher is enabled to get a good perspective concerning the young person's abilities, interests, ambitions, and family background; the learner becomes ac-

customed to the teacher's management of class routines and study requirements, and is spared the possible difficulties of adjusting twice during the school year to different teacher-personalities.

Guidance-minded school people, however, believe that once-a-year promotion should be modified for pupils who fail to earn promotion to the next grade. The situation could be rectified by (1) admitting children to the first grade, either in September or February, (2) having a teacher and his class continue together for a year, and (3) retarding a nonpromoted pupil for a half-year school term rather than for a full year.

GUIDANCE OF THE GIFTED

The counseling needs of the gifted are receiving considerable attention not only from educators throughout the country but also from federal, state, and local community government officials. Much constructive thinking is being directed toward devising ways and means of guiding mentally superior young persons to develop to a high degree of efficiency their special leadership potentialities through serious participation in appropriate educational activities.

Extent of the problem According to the findings of numerous studies of school "drop-outs," many potential scientists, teachers, and other professional leaders either drop out of high school before graduation, or fail to continue their education beyond the secondary-school level. Country-wide figures indicate that as many as one-half of the top 30 per cent of the nation's high-school graduates do not go to college. Inability to meet the financial demands of a college education accounts for the fact that for about 15 per cent of these mentally superior young people formal education beyond the high-school level is neglected.

Poor health or unfavorable circumstances beyond control may keep a relatively small number of able high-school graduates from attending college. For most of the other 15 per cent of superior high-school achievers who fail to engage in advanced schooling, the reason is likely to be (1) the pressure of out-of-school interests, (2) the obtaining of what appears to the young person to be a well-paying job, (3) the inability to select from among his various vocational interests the one for participation in which he should prepare, and (4) lack of motivation caused by insufficient appreciation of the vocational and social value to him of a college education. That these young people need attitude guidance is clear. High-school counselors and teachers are especially responsible for (1) stimulating mentally superior students toward a desire to continue their education beyond the secondary-school level, (2) assisting them to select a suitable area of study, and (3) arranging for college scholar-

ships or other forms of subsidy for gifted students who, unaided, are unable to finance a college education.

Special guidance approaches Without neglecting their obligations in regard to the developmental progress of all children, American school people currently are emphasizing their responsibility to provide appropriate educational opportunities for those young people who may possess exceptional mental acuity or special talents. Viewed broadly, the task of school personnel and community leaders includes the discovering, the educational development, and the utilization of superior potentialities. An individual may evince above-normal talent in any one of various areas of performance; his special ability or skill may be *musical, artistic, dramatic, mechanical, physical, literary, leadership* or *scientific*. Our discussion is concerned, however, with intellectual superiority as fundamental to the achievement of full development of any other potential talent. We believe that, in order to gain praiseworthy success in any field of endeavor, an individual must possess supernormal mental acuity, insight, keen judgment, appreciation of long-range goals, and recognition of subtle relationships.

Handling the gifted The discovery of these qualities and a broad constructive approach to the production of superior performance cannot begin too early in the life of the gifted. Elementary-school teachers and counselors, recognizing that a particular child appears to possess special ability or talent, should encourage its development, but not at the expense of other childhood interests and activities. In spite of his mental superiority, he still is a child among children; he wants and needs to engage with his peers in work and play activities.

School counselors and teachers often find it difficult to convince the parents of a gifted child that he should not be "pushed." The authors still recall the unhealthy attitudes of the mother of an extremely bright little boy. He was attending a sensibly organized and conducted private elementary school for the bright. Although his classmates were his mental peers, this mother banned his association with any of them except during recitation periods.

The boy was driven to school and called for promptly at the close of each school day; his mother brought his lunch daily and insisted that he eat it under her supervision in an otherwise vacant room; while the other children were engaging in recreational activities, he was expected to remain in the classroom, isolated from the others, and spend the time in study. The head master and the counselor could not change the mother's attitude; the boy resented his mother's overprotectiveness but responded warmly to his counselor's kind but objective treatment of him as a bright boy who was in no way different from his schoolmates.

This lad was pressured by his parents to continue his education to the earning of a doctorate at an early age. He then refused to enter a profession and

left home. He started his occupational work as a clerk and remained in subordinate positions. He could have been a successful business executive, but he claimed that what he wanted was to lead a healthy normal life among normal people.

Identifying the gifted The gifted should be identified, proper provision made for their schooling, and appropriate guidance services made available. Standardized tests are not infallible as a means of identifying the mentally superior. Studies of the relationship between test results and learning performance yield varying results; usually the correlation between test-determined intelligence capacity and study success is significant. Concerning the study success of college students, Henry Chauncey, President of the Educational Testing Service, says:

Typically, of the students in the top 20 percent on the test (AGCT), about 45 percent will do honors work; an additional 52 percent will do satisfactory work; and only about 3 percent will fail. In other words, for every failing student you will have 15 honor students plus 17 adequate students. Now let's look at the students in the bottom 20 percent on the test. Of these, only about 3 percent will do honors work; 52 percent more will pass; 45 percent will fail. For every honor student, 15 failures.¹

If we accept the premise that valid and reliable tests have predictive value, the question arises concerning the most appropriate school grade for administering a program of standardized tests to determine a young person's possible chances of success in advanced study. Many psychologists and educators believe that college achievement can be predicted about as effectively from the results of tests administered during the junior-high-school years (more specifically, the eighth grade) as from those administered in twelfth year of senior high school.

Helping the gifted child to develop During his preadolescent or early-adolescent years of development, a young person usually begins to give serious thought to plans for the future. It is at this time that, in our departmentalized organization of education beyond the elementary level, he is required to select a curriculum or courses in light of his interest and abilities. The junior-high-school or eighth-grade counselor plays an important role in the educational and vocational planning of the young adolescent.

The guidance of the gifted from early adolescence onward is a delicate operation. The mentally superior student is sensitive to counselor and teacher attitudes and behavior. He is a keen observer; he is likely to be adversely critical of a staff member whom he considers to be incompetent or personally

¹ James B. Conant, *The Identification of the Academically Talented Student in the American Secondary School*, p. 33. National Education Association. Washington 6, D.C., 1958. Quoted with permission.

unpleasing; his own behavior or level of aspiration may be influenced greatly by that of an admired and respected counselor or teacher. For him to develop fully his potential abilities through his school experiences, it is important that:

1. His counselors and teachers acquire as much information as possible about his potential strengths, his academic achievement, and his personal attitudes and interests
2. He is helped to gain self-understanding and an appreciation of his leadership responsibilities
3. He is motivated not only to accumulate knowledge but also to utilize what he has learned for his own benefit as well as for the welfare of others, to maintain throughout life an attitude of intellectual curiosity, and to engage in practical research
4. His educational progress is not limited by a general "lock-step" pattern of organized schooling but rather that he is provided opportunities for educational acceleration and enrichment

The value of appropriate guidance for the bright is well summarized by J. J. Small of Canterbury University, New Zealand:

A well-planned guidance program, functionally shared according to the relative competencies and major responsibilities of counselors and teachers and broadly aimed at giving flexible and constructive help to all students, would do much to help able young people to realize their potentialities as early as possible and to plan ahead realistically.²

Educational provisions for the mentally superior Recognition of the needs of the gifted has led to the development of various experimental approaches. Psychologists and educators disagree among themselves about the relative value of accelerated schooling and educational enrichment. A method used extensively in the past was to permit bright elementary-school children to "skip." This procedure still operates in some school systems. Unfortunately, often the reason for the skipping of a grade by bright children is to balance class registers.

In secondary schools and colleges, acceleration and enrichment are becoming increasingly accepted as means to improve educational opportunities for superior students. On the elementary-school level, however, little is being done in an organized way for mentally superior children, except in a relatively few school communities. One elementary school in Pittsburgh provides for partial segregation: gifted pupils spend half the school day in a special workshop in which worthwhile interests and academic achievement are encouraged. For many years, Major Work Classes have been conducted in

² J. J. Small, "Developing Superior Talent," *School and Society*, May, 1958, pp. 220-21. Quoted with permission.

Cleveland on the elementary-school and higher levels. Selected "bright" children are afforded opportunities for participation in interesting and informally led projects, both in and out of school. The Hunter College Elementary School admits only the gifted. In both the Cleveland and the Hunter programs, in addition to the fundamental learnings, social development and adjustment are stressed

Acceleration in learning A gifted individual's study program should be designed to increase his knowledge, power, skill, and efficiency beyond what could be expected from average learners. When a pupil progresses from one level of instruction to another at a faster pace than his less able schoolmates, without leaving any learning gaps in the material to be mastered, the principle of *acceleration* is operating. If the learner is permitted to advance more rapidly than the normal rate by skipping a grade he may miss valuable experiences or information which he should have learned. *Acceleration* should not be confused with *skipping*. Acceleration implies full coverage of the material of all grades, but at a more rapid pace than is possible for the less able child. For example, very bright junior-high-school pupils, progressing as a group, can complete three years work in two years.

Disagreements about the advantages and disadvantages of acceleration revolve mostly around the potential social and emotional adjustment problems that may be created if young people complete their school learning at so young an age that they are socially and emotionally too immature to participate in peer activities. Colleges, experimenting with the acceptance of the gifted at an early age, are finding that with careful guidance, these individuals adjust well in all phases of college living.

Some of the accelerating procedures utilized by colleges are (1) admitting gifted high-school students at the beginning of their senior year as fully matriculated freshmen; (2) administering "qualifying examinations" and giving advanced standing to entering freshmen on the basis of the results of these subject examinations; (3) administering "exemption examinations" which operate to serve a similar purpose, and (4) providing "honors" courses for the gifted after they have proved themselves in the institution. These accelerating devices represent the beginnings of evolving programs to identify, classify, and educate the mentally superior. Evaluating instruments, such as the National Science Scholarship Examinations, College Board Examinations, and various other similar testing techniques administered on a state or national basis, are gaining in popularity as approaches to the identification of gifted college entrants.

Enrichment of learning Although enrichment has been advocated by educators for many years there still is some confusion as to its meaning. As first proposed, it included the adding of subjects to the regular curriculum. Today, *enrichment* is interpreted as providing, at any one grade level, more learning

experiences for the mentally superior than average learners are expected to master. Unfortunately, in some learning situations enrichment does not add power or experience but consists merely of additional "busy work" that deals with more of the same kind of activity.

The task of providing enrichment of learning is overwhelming to a teacher of a class in which the intelligence quotients range, for example, from 80 to 170. The energy and resourcefulness required by the teacher to meet the enrichment needs of his bright pupils during an entire school year probably are too great for most teachers. Enrichment programs of study can be planned with greater ease and efficiency when the class consists of gifted individuals only. In large cities, classes for the gifted usually can be organized, but this procedure is not always possible in smaller communities. In the latter, the gifted child may need to be provided with an enriched program as he functions in regular classes. This, of course, means much extra work for the teaching and guidance personnel.

Since, even in large cities, homogeneous grouping has some disadvantages, there has been a renewed interest in attempting to provide for the gifted in regular classes. On the elementary-school level, differences in reading ability are met in the regular class through differentiated assignments. On the high-school level, both acceleration and enrichment can be provided for the gifted by the establishment of schools in which the development of special talents is emphasized. Examples include schools in New York City, such as High School of Music and Art, Bronx High School of Science, High School of Performing Arts, and Brooklyn Technical High School.

Many other schools, such as that of Monroe High School, Rochester, New York, offer similar special opportunities for study in various subject areas for the gifted. In an experimental program at Monroe, Louisiana, a master teacher (one who had successfully trained many scientists in Pittsburgh, Pa.) was employed to instruct a class of the gifted in chemistry. The selection of students for the class was based not on an examination in chemistry but rather on evidenced superiority in a wide range of subject areas. This project not only is benefitting the members of the class but also has created in the school a new respect for learning.

Educational leaders who are planning for the gifted believe that a general high school can offer a diversified program to meet the educational needs and interests of the academically superior as well as those of less talented students. According to Conant, gifted high-school students should be identified and then guided (persuaded) to follow a challenging program of studies that will be a solid base for continued education on the college level.

The honors course The honors course, offered in many high schools, is a special class grouping within a school for the purpose of meeting ability needs of rapid learners. These courses have been in existence in New York City for many years. Specially qualified teachers are needed to lead the learning ac-

tivities of these groups. Unfortunately, students sometimes are penalized in the assignment of achievement grades. Since even among honor students there is a range of ability; there may be a tendency on the part of teachers to arrange the grades according to a modified normal curve of distribution. Students whose marks fall in the lower range of the distribution resent this practice; if they had remained in regular classes they probably would have been in the top 10 per cent of the class. Numerical grades are important to these individuals since they are the students who want to and should go on to college. When this problem of assignment of numerical grades can be solved, the honors-course idea will have great value to selected students; this type of class grouping enables the individuals to utilize enrichment to its fullest. The only limitations to the amount of material covered and the power gained are those imposed by the teacher and by the students themselves. If honors classes are so organized that an individual student is enrolled only in a few of them, attending regular classes in other areas of studies, he is not in danger of becoming socially isolated from his schoolmates.

An experimental program which recently attracted national attention is that used at Huron, Ohio, to identify the talented in the seventh grade and to permit them to pursue five rather than the traditional four major subjects or units of work each year. By starting foreign language study in the seventh grade, the gifted students are able to get six consecutive years of study in one language and thereby develop real fluency. They also are starting algebra and general mathematics in the seventh grade and a full-scale course in general science. This extended program for the gifted is made possible by extending the school day from 6 to 7 hours in length.

An added feature in science study concerns the help that is given by competent community volunteers who come to the school to demonstrate practical applications of the scientific principles being taught. Volunteers in other areas of learning also have helped in this project.

Social leadership and the gifted Little in the way of research study has been done to discover the extent to which the gifted lead in social or semisocial situations. The authors sponsored a small study of leadership in four fourth-grade classes on the elementary-school level. Leadership was determined when a child was elected by his classmates as president of the class. It has been found that in the fourth grade of this particular school system, qualities other than abstract ability earned leadership status.

All areas of adult activity, governmental, occupational, and social, can profit from leadership by able and well-trained men and women, having high standards of integrity. It is the responsibility of secondary-school and college counselors to provide leadership opportunities for the gifted and to help these young people develop qualities and interests that will motivate their less able schoolmates to accept them as leaders. Student councils, school clubs, and service organizations within and outside the school are excellent media for

developing leadership potentialities. Although many schools are providing these opportunities, much more needs to be done in the way of planned guidance programs.

Studies of the gifted In light of a growing belief that much of the potential talent of young people is being wasted, considerable time and money is being expended to evolve workable plans to develop and utilize the special abilities of this group. We have referred to several projects, such as the Major Work Classes in Cleveland, specialized high schools, and accelerated college programs. A few other projects are presented here.

In 1958, the North Central Association of Colleges and Secondary Schools initiated a study dealing with "The Guidance and Motivation of Superior and Talented Secondary-School Students." The study is being financed by the Carnegie Corporation and conducted by Dr. J. W. Bryan. This project is designed:

- a. To find the most effective techniques for identifying, guiding, and motivating secondary-school students capable of quality college work.
- b. To develop effective methods of motivating these superior and talented students to plan and prepare effectively for college and to work up to ability in school.
- c. To determine the extent to which such techniques of identification, guidance, and motivation result in a greater proportion of such students going to college.
- d. To involve a significant group of principals, teachers, and counselors in an intensive study, adaptation, and evaluation of procedures for guiding and motivating superior and talented students.
- e. To analyze, coordinate, and use the findings and outcomes of recent studies and projects relating to the education of superior and talented students.
- f. To develop procedures and materials for various plans which secondary schools can use to identify, motivate, and educate their superior and talented students who do not at present plan to pursue a college education.
- g. To develop practical ways by which America can make a major increase in its pool of educated and trained manpower in all fields necessary for the maintenance and defense of our country and its way of life.

A study conducted by James Conant was financed by a Ford Foundation grant. Its purposes were (1) to discover what was being done for the gifted, and (2) to determine what changes or improvements are needed to further their educational progress. Another study, started in 1958 by the New York School System under a \$30,000 grant is aimed at (1) discovering the underlying causes of underachievement by mentally superior high-school students, and (2) determining ways in which these students can be motivated toward more effective development of their potentialities. For example, several underachievers are attending a class in social studies at Columbia University.

GUIDANCE OF THE MENTALLY RETARDED AND SLOW LEARNER

Prior to the twentieth century, a child who consistently failed in his studies usually was regarded by his teachers as lazy. It was not until Alfred Binet devised tests to determine whether children differed in mental ability that serious attention was given by school people to the learning problems of the mentally retarded or slow child.

Special problems of the mentally retarded An individual's apparent inability to profit from instruction to the extent that he is regarded as mentally retarded may have its origin in (1) slow and inadequate physical development (constitutionally retarded), or (2) emotional instability or disturbance (functionally retarded). We are concerned here with the constitutionally retarded young person who lives at home rather than in an institution, and who is enrolled in a regular school.

The adjustment problems of the slow learner differ in degree of retardation, home attitudes toward his deviate state, kind and amount of available educational opportunities, and his relationships with members of his peer-age group. His parents may be ashamed of him or fail to recognize his mental deficiency. He not only is a misfit in the regular classroom but often resents a teacher's attempt to pressure him into the mastering of too difficult subject matter. He may try to imitate the behavior of his more able schoolmates, sometimes with disastrous results to himself.

The mentally retarded child or adolescent experiences those wants, urges, or desires that are characteristic of all developing individuals. It is difficult for him to understand his own limitations. Hence, insofar as he is unable to satisfy his felt needs, resulting emotional upsets tend to intensify feelings of personal ineffectiveness and asocial attitudes. He then can become the prey of unscrupulous young people or adults. Through the application of flattery or other ego-bolstering devices, they use him as a tool to further their own ends.

Special guidance approaches Viewed broadly, guidance of the mentally retarded includes (1) providing him with appropriate learning opportunities according to his level of educability, (2) helping him accept and adjust to his mental deviation, (3) training him for a suitable occupation, and (4) encouraging him to develop wholesome and constructive attitudes toward home, social, and citizenship activities.

It is the responsibility of school counselors in co-operation with the teaching staff to discover pupils who seem to give evidence of mental retardation. As a result of the administration of various evaluating techniques, apparently re-

tarded children are divided into groups according to their expected potential at maturity. This is done so that each child is educated to fit into that group of society where he eventually will belong.

The personality aspects usually considered in an evaluation of a retarded child's educability are intelligence level, physical and health status, manual dexterity, emotional stability, and social maturity. Although there can be no sure dividing line among the various groupings, the mentally retarded can be classified roughly as:

1. Dependent—intelligence quotients below 50
2. Semi-dependent—50 to 60 IQs. The more emotionally and socially mature of this group, having some manual dexterity, can engage in unskilled work under direct supervision. The lower portion of the group may be helpful in the home.
3. More independent—65 to 75 or 80 IQs. Many in the upper limits can be trained to be completely independent. Others are semiskilled workers. Borderline status depends on factors such as degree of manual dexterity, emotional stability and maturity, or physical defect.

The members of the guidance staff assist in (1) curriculum adaptations for the retarded, (2) placement of pupils in appropriate classes, and (3) instructional procedures. Counselors follow the progress of their counselees and are alert to any personal difficulties of adjustment. They are particularly concerned with morale-building. Hence their counselees are encouraged by them to become interested in school activities. Moreover, the more able pupils are motivated by counselors to include the retarded in their group projects. Vocational counselors help them find part-time jobs while they are attending school, and later try to place them in full-time work for which they are suited.

An important responsibility of counselors working with the mentally retarded is parental guidance. Parents need to be helped to adjust to the realization that learning is difficult for their child. Organized groups, such as associations of parents of mentally retarded children, are aiding parents to understand that a deviate child needs to be dealt with in light of his specific handicap. Guidance personnel and specially trained teachers are doing much to help parents meet the problem realistically.

Educational provision for the mentally retarded Because of his short attention span and his inadequate comprehension of meanings and ideas, the mentally retarded child or the slow learner would benefit most from individualized instruction. Since he is unable to cope with abstractions, he must be provided with many concrete experiences. He needs to receive much praise or commendation for even a slight evidence of successful achievement in a simple learning task. For the teacher to keep him interested and to motivate him toward constructive learning activity is of paramount importance.

Many large cities are providing special classes for slow learners (50 to 75

IQ) who are considered to be trainable. Mentally retarded individuals having an intelligence quotient between 25 and 50 are considered trainable but not educable. Little has been done for the latter group in the area of job preparation; emphasis is placed on the development of the ability to care for personal needs and the encouragement of good social relations. The present trend is toward placing the mentally retarded, educable, or merely trainable, in classes taught by expertly prepared and personally qualified men and women.

At first these special classes were organized mainly on the elementary-school level. With the gradual rise in most states of school-leaving age, however, classes for the mentally retarded have found their way into secondary schools, especially junior high schools. Planned programs of instruction and guidance represent a building-up process of education from early childhood through adolescence. Although curriculums differ among school systems, the general educational objectives follow a relatively similar pattern. It must be remembered that individual programs are modified to meet ability to profit from instruction.

On the elementary-school level the curriculum deals with the development of motor control and the acquisition of simple knowledge, with emphasis on speech, personal hygiene, social living, emotional control, and adjustment to the home and the community. In secondary-school programs, attention to fundamental learnings is continued. In addition, projects are included that deal with job preparation and placement, family living, income budgeting, and similar areas of activities. In general, the goals stressed in the education of the mentally retarded adolescent include the fundamental learnings needed for the following:

1. Appreciation of and participation in social and civic activities
2. Participation in wholesome sports and games
3. Establishment of good health habits
4. Constructive home management (for both boys and girls), including household budgeting, child care, food preparation, and other marital and parental responsibilities
5. Adequate preparation for appropriate job placement and participation, including skill mastery and worker attitudes
6. Continued education for slow learners (50 to 75 IQ), between the ages of 17 and 21, who have not yet been found to be employable

GUIDANCE OF THE PERSONALITY DEVIATE

Occasionally, in emotion-disturbing situations, even an emotionally stable person may become aggressive, rebellious, or withdrawn. The emotionalized state usually is temporary. The individual resumes his customary self-control

when the disturbing elements are removed or he recognizes their insignificance. Every parent, school counselor, or teacher has had the experience of helping a young person overcome an emotionalized state of this kind.

Emotional and social maladjustment Sometimes exceptional or unusual behavior has a deep-seated cause. For example, a young person gradually develops feelings of resentment, insecurity, or rebellion toward adult authority. Eventually the antisocial attitude becomes so strong that it is expressed in one or more forms of deviant behavior. If an individual's behavior is characterized by prolonged or frequent display of aggressive or rebellious acts, or of extreme shyness or withdrawal, the possible cause of the deviations needs to be discovered and perhaps therapeutic treatment administered.

Forms of behavior that may be symptomatic of serious emotional instability or asocial attitudes are habitual lying, stealing, vandalism, or the inflicting of physical harm. The welfare of society as well as of the individual himself is endangered by these behavior reactions. Hence they become the concern of everyone affected in any way by them. Since an unfavorable environment may intensify an already developed personality defect, the young person may need either to have the maladjustive conditions improved or to be removed to a better environment. If the cause of the atypical behavior is deep-seated, the services of a psychiatrist may be needed.

Guidance of the emotionally and socially maladjusted Throughout this book, consideration is given to the role of school people, especially guidance personnel, in attempted solutions of problems rooted in personality defects of the young and associated with emotional and social maladjustment. At this point, therefore, we shall do no more than summarize the basic aspects of guidance approaches in this area of service:

1. Appreciation of variations in growth and development
2. Understanding of the significant influences on an individual of his culture and social background
3. Knowledge of the relationship between learning difficulties and emotional maladjustment
4. Alertness to symptoms of emotional disturbance
5. Recognition of the underlying causes of abnormal behavior
6. Insight on the part of the school counselor concerning his own limitations in dealing with seriously disturbed pupils
7. Knowledge of appropriate community agencies to which referrals can be made for diagnosis and therapy of the emotional or social deviate
8. Co-operation with the home, school staff, and agency personnel

The fact that every maladjusted young person's problems differ from those of any other cannot be emphasized too strongly. The task of the counselor and the teacher of the emotionally disturbed, therefore, is to individualize their

guidance approaches as they attempt to help rehabilitate a personality deviate.

Since delinquency often accompanies deep-seated emotional and social difficulties, school people are becoming increasingly active in planning programs to prevent the onset of personal maladjustment and to provide proper treatment of young people who are so disturbed that they engage in antisocial behavior. In New York City, special schools have been established for the purpose of rehabilitating actual or potential trouble-makers. Classes are small; instruction is given by carefully selected, qualified teachers; guidance, psychological, and psychiatric services are available. Another example is the program of the Child Guidance Department of the Bloomfield (N.J.) Public Schools. The following procedures are recommended by them:

It is probable that one of the most important ways a school can help [the juvenile delinquent] is to offer a flexible program, firm but friendly discipline, and chances to remedy an important educational deficiency such as lack of skill in reading. The special services of the schools—psychologist, visiting teacher, school nurses, guidance counselors—are also available to these children, as they are to all children. Full use of all resources within the school is imperative.

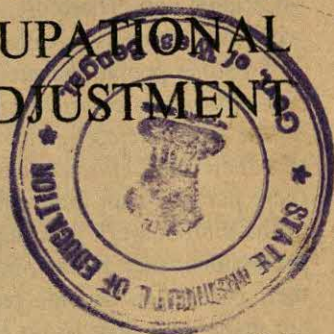
It is also the responsibility of the school to use community resources. It has been the policy of the Bloomfield Schools to call on various community agencies. The following suggestions seem pertinent on *how* to use community agencies:

1. The child and parents must *be prepared* for the referral, and must be motivated in seeking help from these agencies before their services can be effective. Frequently the role of the school personnel may be in working through the resistance in accepting help prior to the proper referral.
2. Agency referrals must be made in an orderly manner through "proper channels." It is possible that actual harm can result if a variety of agencies are contacted in an uncoordinated way in behalf of a particular client.
3. The efforts of all agencies working with a particular child must be coordinated.
4. A careful analysis of the problem and the role of the agency is required to make an appropriate referral.
5. With a few notable exceptions, the role of the school in making an agency referral is not punitive.

QUESTIONS AND TOPICS FOR DISCUSSION

1. Explain the meaning of exceptionality as applied to children and adolescents.
2. Discuss the role of guidance in connection with the problem of deviation.
3. What special help can be given to the children or adolescents who have hearing handicaps? sight handicaps? speech handicaps?

4. Discuss the adjustments faced by the physical deviate who attends school.
5. Evaluate the provisions made for the handicapped at Wilmington, Delaware, and Phoenix, Arizona.
6. Present the characteristics of the mentally retarded individual.
7. What adjustment problems are encountered by the mentally retarded individual?
8. Present ways in which guidance services may be helpful to the mentally retarded and the slow learner.
9. Discuss the characteristics of the intellectually gifted child and adolescent.
10. What adjustment problems are faced by the gifted individuals?
11. What measures should be utilized to discover the gifted? When should this be done?
12. Indicate ways in which guidance services can be of help to talented individuals.
13. Discuss the value of enrichment, acceleration, or a combination of the two as methods of meeting the needs of mentally gifted pupils.
14. Present any plan known to you (other than those presented in the chapter) that has been used to promote the educational and social welfare of the intellectually gifted.
15. Study the behavior, family background, interests, and social and mental development of (1) a mentally retarded child, (2) an intellectually gifted adolescent. Report your findings.

GUIDANCE TOWARD
OCCUPATIONAL
ADJUSTMENT

Occupational choice is a major form of decision-making. The time at which an individual makes his final decision and the kind and extent of his vocational preparation depend on many factors. These include personal interest and capability, available occupational opportunities, and training requirements.

Although a few individuals make a permanent vocational decision as children, some young people are graduated from high school or even college before they decide on their field of occupational activity. Nevertheless, much of the child's learning on the elementary-school level and the guidance that he receives there affect his future career. Attitudes, modes of thinking, and behavior patterns developed throughout his years of schooling have a potent influence on his competence as an adult worker. Somewhere along the line, he needs guidance directed at wise vocational choice, adequate occupational preparation, and satisfying job adjustment.

VOCATIONAL SELECTION

Factors to be considered Individual interest is of primary importance, but the development of a particular vocational interest is interwoven with other factors. Physical condition and health status, degree of mental acuity, dominant urges, and environmental conditions are significant elements of an individual's final choice of vocation.

Apart from individual abilities and assets, vocational selection usually is made in light of expected financial returns and prestige values. Realistically minded parents and their children are accustomed to ask, "What does the job pay?" or "What are the chances of advancement?" This is a practical viewpoint that must be recognized by guidance workers. Materialism carried to an extreme is not conducive to the achievement of complete satisfac-

tion or contentment, however. We know that the possession of money alone does not bring happiness, but discontent does arise from the financial inability to procure for oneself and one's family those material things that add to one's comfort and enjoyment. The achieving of economic security is a worthy vocational aim. Therefore, other things being equal, the monetary reward for work well done is a valid factor of vocational selection.

To some people the prestige value of a job is an important consideration. This attitude is common among ambitious parents. One of the greatest difficulties encountered by a counselor is the determination on the part of parents that their children shall select a vocation which is socially acceptable. Usually these parents want their children to rise socially above themselves as a result of the kind of work in which they engage. For boys, emphasis is placed on the professions, such as law, medicine, and engineering. Girls are encouraged by their parents to become teachers or nurses. These parental decisions often are made with little or no consideration of the personal qualifications for the work or the interests of the young people.

Among workers themselves, the social status of a particular type of work may take precedence over monetary considerations. For example, it is known that, except in a few institutions and on the top levels, the salaries of college faculties are notoriously low as compared with the salary schedules of secondary schools in large cities. Yet college instructors are likely to refuse opportunities to teach in a high school because the general public appears to have greater respect for the "college professor" than for the "school teacher."

Occasionally, the guidance counselor meets a young person who is so deeply interested in a particular type of vocational activity that he is determined to prepare himself for entrance into it, regardless of whether the work is socially acceptable or adequately remunerative. A certain high-school pupil, for example, insisted on becoming a mother's helper. She did not want to be a trained baby nurse, and she knew that mothers' helpers were inadequately paid, but her ambition was to work in a family situation where she could help in caring for children from babyhood on, do all the homely little things that she had done for her own younger brothers and sisters, and watch the youngsters develop as she had done in her own home. The girl's parents and the school counselor believed that she was bright enough to prepare for a more solid vocation. The girl was adamant, however, so she was allowed to abide by her choice. Five years after her graduation from high school, this girl was still working in the home of a family of six children with whom she had started four years earlier. She appeared to be completely satisfied with her job and much appreciated by her employer.

Guidance toward selection The approach toward vocational selection should be as scientific as possible. The individual should be helped to make well-founded judgments about his career on the basis of certain knowledge, including:

1. As complete an understanding of himself as possible
2. A knowledge of the elements of various vocations
3. An appreciation of the extent to which his characteristics fit the requirements of a particular vocation
4. Opportunities in and advantages and disadvantages of the various occupational fields
5. Educational facilities available for job training

Personality evaluation and job analysis are guidance activities that cannot be achieved quickly or even completely. Experience as a worker on the job, of course, is the practical test of the requirements of the work and of one's fitness for it. Many individuals do not make their final choice until after they have been graduated from college or have experimented with various types of occupational activities.

Specific techniques Self-evaluation can begin in the elementary school as teachers help the child to appreciate the value of possessing certain desirable attitudes and behavior characteristics, to recognize the extent to which he possesses these, and to attempt to make whatever changes in himself are needed for achieving an improved relationship with his home and school associates. As the individual continues his education in high school and perhaps college, his teachers and counselors should encourage the continuance of his self-appraisal as an individual and as a possible worker in a specific vocation. The method of self-evaluation includes considering the findings of:

1. An honest self-analysis, preferably with the aid of prepared lists of questions
2. An objective analysis of the individual by teachers and parents as a result of their observation of his behavior
3. A scientific or semiscientific analysis of the individual by experts through the administration of appropriate tests, scales, or inventories

As complete knowledge as possible concerning vocational opportunities and job requirements and conditions is necessary for an intelligent and satisfactory selection of a vocation. To make this information available, and to stimulate young people toward the development of interest in vocations for which they are personally fitted and for work in which there is or will be a need, constitute important phases of guidance in this area. Counselors need to be thoroughly acquainted with (1) those vocational opportunities that are more or less permanent, (2) those vocations in which there may be opportunities at the time of the counseling but for which the need may be declining, and (3) those vocations which in the future may offer increasingly excellent opportunities for the well qualified.

Information about vocations can be presented to young people in many ways, either in group or individual situations. These ways include:

1. Visits to places of employment
2. Motion pictures and film strips
3. Radio and television
4. Use of graphic materials
5. Reference to the *Dictionary of Occupational Titles*, *The United States Census*, and other government aids
6. Home-room activities, quiz contests, and guessing games
7. School assemblies and dramatizations
8. Participation in out-of-class activities, such as school management and school or community clubs
9. Career conferences
10. Study of the lives of successful businessmen
11. Descriptions of occupations found in fiction
12. Printed information regarding specific occupations
13. Vocational tryouts

Sources of information Many types of source material are available for use by counselor and pupils. The *Dictionary of Occupational Titles*, put out by the United States Government Printing Office, gives accurate and reliable information which has resulted from direct observation and job analyses of more than 30,000 separate occupations. *The United States Census* supplies information on occupations in each city, state, or region of the country, as well as the number of workers in each occupation. Valuable aid also can be secured from the Occupational Information and Guidance Service of the United States Office of Education. Another source of occupational information is the *Occupational Index*, published quarterly by Personnel Services, Inc., Peapack, N.J. which contains a variety of information about occupational requirements and a survey of up-to-date literature in the field.

Books and pamphlets dealing with specific occupations are easily available. Science Research Associates, Chicago, Illinois, issues the *Guidance Index*, an annotated bibliography of selected guidance materials which is published monthly during the school year. Among the pamphlets published by this company are the Life Adjustment Booklets, several of which are devoted to vocational adjustment, and the American Job Series of guidance monographs dealing with specific jobs and related topics.

This company also published Alice Frankel's excellent *Handbook of Job Facts*. High-school and college students find this book interesting and illuminating. The information contained in it is divided into three categories:

1. Professional, semiprofessional, and managerial
2. Clerical, sales, agricultural, fishery, forestry, and skilled occupations
3. Service (domestic; personal, protective, and building service), semi-skilled and unskilled occupations

The information is arranged in the form of charts. For each specific type of occupation it includes all or most of the following data:

- | | |
|---------------------------|-----------------------------------|
| 1. Title of occupation | 9. Competition for jobs |
| 2. Beginning wages | 10. Ways to enter the field |
| 3. Average wages | 11. Advancement opportunities |
| 4. Average hours per week | 12. Seasonal variation |
| 5. Health hazards | 13. Education required |
| 6. Nature of work | 14. Special personal requirements |
| 7. Workers in the field | 15. Where jobs are located |
| 8. Trend of employment | |

One precautionary measure that must be taken by counselors as they use source materials is to make certain of their recency. Occupational opportunities and requirements change so rapidly that it is difficult to keep up with conditions. For this reason, pamphlets issued monthly are more likely to be up-to-date than any books.

A similar criticism can be made regarding motion pictures and film strips that are supposed to present job activities. However, excellent materials in these areas constantly are being produced and can be bought or rented from appropriate agencies. The National Vocational Guidance Association (Washington, D.C.), the American Council on Education (Washington, D.C.), the Society for Visual Education (Chicago), and other organizations interested in visual and auditory aids have done some good work in this field. The American Film Center, New York City, serves as a clearing house of information on audio-visual materials.

Radio and television have great possibilities as media of vocational information. As their programs are expanded and as radio and television sets are installed more generally in our school buildings, they will have a definite place in programs of guidance dealing with vocational selection.

GUIDANCE AND VOCATIONAL PREPARATION

The amount and kind of preparation needed for entrance into an occupational field varies with the requirements of the occupation. In this discussion we are concerned only in a general way with the knowledges to be achieved, the skills to be perfected, or the extensiveness or intensiveness of the training needed to achieve worker competence. We are concerned very definitely, however, with the attitudes that are developed by an individual before and during his training course.

Vocational education, general and specific The elementary-school child is engaging in vocational preparation when he is learning how to write with

grammatical correctness and spelling accuracy, and when he masters arithmetic computations. Teachers on this educational level have the guidance-pointed responsibility of making these simple learnings functional in the life of the learner. This responsibility is shared by secondary-school teachers and college instructors as they attempt to help their students achieve greater facility in advanced forms of fundamental learning.

In any but the unskilled occupations, a worker needs competence in rudimentary learnings. He may not have achieved these partly because of inadequate teaching methods and partly because he had not been impressed with the value to him of these learnings. In most teacher-education institutions, for example, candidates for training are screened to determine their fitness for entering the profession. Usually included in these screening procedures is the use of devices to discover the degree of possession of necessary skills, such as correctness of speech and of written composition and knowledge of basic subject matter. One is appalled by the number of intelligent young men and women whose speech is slovely, who cannot spell relatively simple words, whose sentence structure is careless, and who make inexcusable errors in simple arithmetic problems. This is a matter for teachers to consider seriously; it also concerns the guidance counselor as he attempts to help young people in their vocational selection and preparation.

It requires intelligent guidance to determine the kind of specialized training an individual should receive for participation in a chosen vocation. There are thousands of institutions that are supposed to offer training in one or another vocational field. The guidance counselor needs to know and to be able to evaluate critically the educational standing and the curricular adequacy of those schools in which his counselees may be interested. He must be able to read between the lines of an elaborate and attractively presented catalogue of offerings. The counselor, moreover, should be prepared not only to help an individual select a reputable and appropriate school but also to assist him in mapping out his course with regard to that school's curricular requirements. If he receives this assistance, the individual can enroll in his new school confident that he will receive in it the training he desires. He will not be confused about the courses he is to take, since he already has a background of knowledge about the program of studies given him by the school counselors.

Guidance and vocational attitudes Businessmen, industrialists, and other employers claim that hiring, firing, and promoting are based more on the kind of person a candidate for a job or a worker is than on his skill competence. For example, a group of businessmen who made a study of the causes of promotion and discharge of office workers found that success in office work usually is the result of the worker's possession of specific personality characteristics, such as punctuality, industry, neatness, cheerfulness, responsibility, trustworthiness, and co-operation.

These findings should have definite significance for parents and for teachers, and especially for the members of a guidance staff. It is misguidance to excuse a child or an adolescent, on the basis of his immaturity, for a display of undesirable attitudes or personality failings. From a practical point of view, it is the duty of the counselor to make known to young people the importance of good behavior characteristics and to help them to develop them.

Teachers and counselors fail in their responsibilities if they allow the future workers of America to be late for school appointments, to be poorly groomed, to submit written work that is carelessly or hurriedly done, to half-learn lessons, to cheat in tests or other forms of work, to give vent to temper tantrums, or to remain surly or unco-operative members of their group. They first must make certain that the fault for the individual's behavior is not theirs. They should not expect a young person to take responsibilities or to engage in activities that are beyond his best efforts. Once satisfied on these points, they owe it to him to see that he gradually acquires the kind of personality which will earn him success and advancement in his occupational work.

Personal guidance in training institutions Personal guidance of students in specialized schools is extremely important. In every form of occupational activity, the possession of certain appropriate personality characteristics is as significant in achieving worker success as are specific skills and knowledges. Hence the guidance personnel must be thoroughly acquainted with required personality qualities and must help their students to acquire them.

The staff of the Laboratory Institute of Merchandising, New York City, has made a job analysis of the desirable personal qualities of an individual who plans to enter their field. Among the characteristics included are such general traits as punctuality in meeting appointments, industry, honesty, co-operativeness, and the like. In addition, these young women need guidance toward the development of meticulous grooming and appropriateness of dress, poise, dignity, adaptability to personality and job variations, ability to meet and talk intelligently with buyers and others concerning the quality, workmanship, and so on of products, and a proper recognition of lines of authority.

The guidance program of this school includes courses in applied psychology, speech, dress and grooming, and current events and economics, besides the regular merchandising courses. Leaders in the field address the students, and visits to wholesale and retail establishments are arranged. Social situations are planned in which the students can learn how to conduct themselves in similar situations when they are working in the field.

The school offers a two-year course. During the first year, the students engage in full-time supervised work projects in retailing establishments for about four weeks (from Thanksgiving to Christmas) and during the summer vacation. Second-year students also have two such experiences—one before Christmas, and the other during the month before Easter. For both groups of

students these work experiences are tied in with their school study. After each period of work experience, the dean conducts work-project conferences with each student.

In addition, a personal record is maintained for each student. The members of the school staff and the work supervisors share in the responsibility of submitting the data contained in these record folders. The dean and her assistants keep in constant and close personal touch with the students and their parents. In the periodic guidance conferences held, all members of the faculty participate. At these meetings, individual students are discussed freely and intelligently. Personal qualifications for participation in merchandising, individual strengths and weaknesses, general adjustment to the program of studies, and suggested remedial procedures are some of the topics considered.

The guidance program of this school could be used as a model for other specialized schools. The director of the school, the dean, and the liaison officer between this school and feeding schools, with the help of a definitely guidance-minded staff, are doing a very good job of giving young women interested in merchandising an excellent all-round preparation for entrance into their chosen field.

Job placement Assuming that an individual has received adequate training for participation in a vocation which he has selected intelligently, the factors of adjustment on the job include the following:

1. Employment possibilities
2. Wages and hours
3. Physical conditions of the job environment
4. Supervisor-worker relations
5. Worker-worker relations

At each step of the way, from placement to resignation or retirement, the worker probably can benefit from indirect or direct guidance from qualified persons.

Job-seeking includes one or more of the following:

1. Random shopping around
2. Reading newspaper and magazine advertisements
3. Asking friends and acquaintances
4. Consulting commercial, government, or school employment agencies
5. Taking civil service or other examinations

One of the functions of a school's guidance staff, especially on the secondary or higher level, is to offer guidance toward job-getting. Whether or not the school maintains a placement office, a young person should receive help in locating a job and in preparing himself to apply for it. Unless employment is based on a formal examination system, such as in civil service, the applicant should know what to do about the following common practices:

1. Writing a letter of application
2. Filling in application blanks, questionnaires, or interest blanks
3. Preparing accurate substantiating data concerning himself and his training
4. Supplying names for formal recommendation or letters of recommendation
5. Being interviewed by the employer
6. Giving a practical demonstration of his skill and knowledge

The following list of 50 ways to *avoid* successful job placement might be interesting to counselors as they help their students:

Fifty Ways To Avoid Being Hired

The placement office of New York University lists the 50 reasons that are most frequently given by employers for turning down job applicants. This information is based on reports from 153 companies. If you're out to land a job as a June graduate, take inventory of yourself in relation to these facts. If you still have a stretch of schooling ahead of you, it will give you time to work on any negative traits that may hinder you later in getting a job or being promoted. As you read the reasons for rejection given below, ask yourself how you would rate in relation to each.

1. Poor personal appearance
2. Overbearing, over-aggressive, conceited, superiority complex, "know-it-all"
3. Inability to express himself clearly—poor voice, diction, grammar
4. Lack of planning for career—no purpose and goals
5. Lack of interest and enthusiasm—passive, indifferent
6. Lack of confidence and poise, nervousness, ill at ease
7. Failure to participate in activities
8. Over-emphasis on money—interested only in best dollar offer
9. Poor scholastic record—just got by
10. Unwilling to start at the bottom—expects too much too soon
11. Makes excuses, evasiveness, hedges on unfavorable factors in record
12. Lack of interest
13. Lack of maturity
14. Lack of courtesy—ill-mannered
15. Condemnation of past employers
16. Lack of social understanding
17. Marked dislikes for schoolwork
18. Lack of vitality
19. Failure to look interviewer in the eye
20. Limp, fishy handshake
21. Indecision
22. Loafs during vacations—lakeside pleasures
23. Unhappy married life
24. Friction with parents
25. Sloppy application blank
26. Merely shopping around

27. Wants job only for short time
28. Little sense of humor
29. Lack of knowledge of field of specialization
30. Parents make decisions for him
31. No interest in company
32. Emphasis on whom he knows
33. Unwillingness to go where sent
34. Cynical
35. Overcritical of others
36. Low moral standards
37. Intolerant, strong prejudices
38. Narrow interests
39. Spends too much time at motion pictures
40. Poor handling of personal finances
41. No interest in community activities
42. Inability to take criticism
43. Lack of appreciation of the value of experience
44. Radical ideas.
45. Late to interview without good reason.
46. Never heard of company
47. Failure to express appreciation for interviewer's time
48. Asks no questions about the job
49. High-pressure type
50. Indefinite response to questions

ADJUSTMENT ON THE JOB

An employer has definite responsibilities for the welfare of his workers, especially his young employees. He should (1) pay them a fair wage based on their talent and his ability to pay; (2) provide hygienic working conditions such as proper light and heat, appropriate machinery, safety devices, sanitary lavatories, individual lockers, drinking fountains, and the like, and (3) administer constructive supervision.

Worker orientation It is being discovered that orientation to a particular field of occupational activity is as important as the specific training an individual has received for the vocation or profession. His early experiences on a job may affect a worker's usefulness as an employee during his entire work life. This is true whether the on-the-job activities are started in the research laboratory, the business office, the classroom, the shop, the department store, the hospital, the law office, or in any other area of occupational endeavor.

A definite program of orientation should be launched for all new employees. Care should be taken to delegate definite responsibilities in this respect to supervisors in a large organization and then hold them accountable for

converting the newcomer into a useful and efficient worker. What the supervisor does for the beginner during the early weeks on the job determines in large part the attitudes the worker will develop toward his work, his fellow workers, his supervisor, and the organization in general. Many companies carry out an intensive training program for their foremen, so that these supervisors, in turn, can help guide beginning employees. Included in this program are detailed suggestions for orienting new employees in such matters as friendliness of attitude, important rules and regulations, employee service and opportunities for advancement, pay system, plant facilities, and acquaintance with fellow workers.

Guiding worker attitudes When many employees are working together, there is likely to be dissatisfaction shown by some toward the type of work they are doing, the employer, the other employees, or the immediate supervisor. Each employee should be treated in an honest and straightforward manner. Courtesy, objectivity, kindness, and dignity should characterize the behavior and attitude of an employer toward his employees. The employer has work to be done, and the employee is there to give his time and talent to the end that the activities are completed satisfactorily. Each is trying to make a living out of the activity. This is stressed in the slogan on the trucks of a company which hangs doors, window shades, paper, and so on: "We hang to live."

Everyone who has been in business knows that its successful operation depends on good human relations. When employees have grievances, they should be dealt with promptly and objectively. Supervisors (foremen and others) should listen to grievances without prejudice, learn all the facts in the situation, act fairly and promptly, report all grievances to the immediate superior, and show a sincere interest in the complaint.

Supervisor attitudes Those who are placed in any position of authority should be careful not to play favorites. Justice and fairness are the rights of every employee. Work assignments should be made in terms of degree of successful performance, and promotions should follow a definite plan. The supervisor should be friendly but not too informal. Above all, the supervisor should not resort to any form of gossip about any of his employees; such action is likely to affect worker morale adversely. It is his duty to build attitudes of pride in the work and in the organization.

Basic factors of adjustment If young people achieve satisfactory adjustment in their home experiences, in their school life, and in their other social relationships they are likely to make satisfactory adjustments on the job. If they were guided during their formative years toward the development of habits of trustworthiness, industry, responsibility, and social usefulness, they are likely to go to their job with behavior patterns which will be powerful aids to success.

VOCATIONAL GUIDANCE OF OUT-OF-SCHOOL YOUTH AND ADULTS

The process of guidance toward occupational adjustment includes three steps: (1) wise selection of a vocation while in high school or college; (2) adequate job preparation in a specialized training institution; (3) placement in a position for which one is personally qualified and well trained, and where one can achieve job satisfaction and earn gratifying advancement. The occupational experience of many workers does not follow this ideal pattern, however. For some reason, people lose their jobs and must find others. Various community, state, and national vocational guidance bureaus have been organized to meet the needs of the unemployed.

Types of available services Until the 1930's there was no organized nationwide system of public employment, no systematic classification of jobs in American industry. Today the *Dictionary of Occupational Titles* lists and describes more than 30,000 classified jobs. There is also a nation-wide clearing system for the workers who wish to move from place to place and from job to job, and an information service to furnish the worker with knowledge of the opportunities, wages, hours, and working conditions in the larger labor market areas of the nation.

Vocational guidance organizations include the Vocational Advisory Service, begun in 1920 as the Vocational Service for Juniors; the National Youth Administration, working with the United States Employment Service during the depression years of the 1930's; the Works Progress Administration, active during the same period; Post War Veterans' Counseling Services, and the United States Employment Service. The last-named organization is doing excellent work as a system of public employment offices, in spite of the fact that insufficient appropriations have kept it and affiliated state organizations badly understaffed.

In 1946, after World War II, the controls exercised by the United States Employment Service (USES) were returned to the individual states. These services have been established for all states in more than 1,800 local public employment offices and in an additional 3,000 other locations. The federal-state employment service system handles about 2 000,000 counseling interviews each year.

Through the United States Employment Service, workers, employers, community groups, and the general public receive assistance in the implementation of the employment process. There are six major areas of co-ordinated activities through which the USES extends its service to the public. These areas include such functions as (1) analyzing and supplying information for the labor market, (2) providing employment counseling services, (3) furn-

ishing employers and labor organizations with industrial services, (4) operating a placement service, (5) giving special employment help to veterans, and (6) working co-operatively with other government agencies to benefit both the workers and the employers.

Employment problems Community-sponsored vocational guidance services deal particularly with the employment problems of the nonselective worker. Many young people have no particular occupational interests, but have sufficient general ability to perform creditably in jobs that require little special training. Included in this group are the boys and girls who either complete a general curriculum in the high school or drop out of school as soon as they are old enough to do so. The aim of the boys is to become economically independent, to marry, and to support a family as best they can. Often they see the kind of work in which they will engage as relatively unimportant. The girls' objective is marriage; to them a job represents interim gainful activity between the leaving of school and finding the "right man."

It is estimated that from 25 to 50 per cent of all workers belong in this category. They are the persons who fill the business, clerical, semiskilled, and unskilled jobs that do not require special training and therefore are not very attractive. Community employment services are concerned primarily with the placement of workers who constitute a body of occupational "floaters."

The number and kind of out-of-school vocational counseling units needed by any one community depend on available job opportunities in the community and the extent of and reasons for unemployment among its citizenry. Public employment services co-operating with other agencies dealing with adult workers gear their counseling services (1) to discover available job opportunities in various occupational fields, (2) to encourage unemployed workers or those seeking advancement to use their services, (3) through a series of interviews, including the administration of appropriate testing materials, to attempt to place nonselective workers into jobs for which they appear to be best suited, and (4) to maintain a follow-up service for the benefit of employers and employees.

The USES and similar state and community organizations are expanding and extending their functions considerably as greater emphasis continues to be placed on putting the right person in the right job. Research divisions have the responsibility of gathering and disseminating up-to-the-minute information about job opportunities. Greater co-operation between schools and community employment agencies is being achieved. Finally, there is a growing recognition of the kind of problems experienced by adults who seek the guidance services of employing organizations.

Job counseling The purpose of job counseling is to help the individual make a practicable occupational choice and to assist him toward finding employment in that field. Vocational counseling is a much broader task than merely

matching *any* person who needs a job with *any* opening that is available. The requirements of the job; the personality, training, and experience of the candidate; and other family, social, and environmental factors must receive consideration. Hence the employing counselor must be a person of wide experience, who is well informed and a keen judge of people. The counselor's function is to help the client make his own decision about job selection, not to issue directives.

The counselor should know how to work with other counseling organizations, public and private, in schools or in colleges or in the industrial plants themselves. He also is concerned with the working conditions that prevail in each position and with the placement of prospective employees in the kind of work for which they are fitted and in which they are likely to succeed. Whenever it is necessary, he assists in effecting transfers or promotions.

Employees are benefited through these services, and employers who are concerned with getting efficient employees co-operate with the agencies. The community is willing to finance them because it has come to realize that they are performing a worthwhile community service. Prompt placement benefits the employee, the employer, and the public.

The inexperienced, the occupationally maladjusted, the physically handicapped, and older workers present special counseling problems. Fortunately, many industrial organizations are co-operating with established counseling services to assist in the placement of those who are efficient enough to handle a particular assignment. Among these, the older worker is becoming a serious problem because of the increasing number of men and women who are living beyond what once was considered to be an employable age.

QUESTIONS AND TOPICS FOR DISCUSSION

1. Evaluate the statement, "In its final analysis, all guidance is vocational guidance."
2. When, why, and how did you make your vocational choice?
3. Do you wish that you had selected another vocation? If so, give reasons for your attitude.
4. Why are "white-collar" jobs popular among some people?
5. Cite instances of child-parent conflicts over vocational selection.
6. Explain what factors are to be considered in the selection of a career. Arrange them in order of importance.
7. What kind of vocational guidance should an individual receive in the elementary school? in the high school? in college? in the community?
8. Explain this statement: "The guidance functions of a specialized training institution should go beyond training for worker competence."

9. List the factors of job application. Explain the guidance functions involved in each.
10. What are the adjustment needs of beginning workers?
11. Discuss the interrelationship that exists between the work life of an individual and his other areas of experience.
12. Describe desirable supervisor-worker relations.
13. What should be a worker's attitude toward his co-workers?
14. Evaluate the suggestions in this chapter for (1) guiding beginning employees and (2) dealing with employee grievances.
15. Evaluate any experiences you have had with public or private employment agencies.
16. What opportunities are available in your community for out-of-school vocational guidance?

Many parents, religious leaders, and school people are becoming greatly concerned over the apparently increased incidence of juvenile delinquency, moral laxness, and maladjusted marital relations. The American Social Hygiene Association is waging an intensive campaign against venereal diseases and is sponsoring a program of education for home and family life. There is a growing demand for much more guidance in the field of boy-girl and man-woman relations. Difference of opinion exists, however, concerning when and by whom guidance should be given.

The acquisition of appropriate information and the development of wholesome attitudes in this area probably should begin in the home, and much of it should remain in the home, at least through childhood years. Schools share with parents the responsibility for the development of emotional control and wholesome attitudes. Through courses in physiology, biology, health education, and home-making, certain physiological facts and matters concerning the care of children can be taught to young people. Through guidance in group or individual situations on the high-school and college levels, boys and girls can be helped to learn about courtship, marriage, and family relations. Guidance in these areas must be administered objectively and intelligently by adults who in their own attitude and behavior display emotional stability and controlled living.

THE IMPORTANCE OF SEX

Almost all children at one time or another exhibit curiosity about sex matters and discuss sex with their pals. Unfortunately, sex knowledge obtained from other young people is more than likely to be incorrect and may even be vicious in its effects on a child. Parents are realizing increasingly that their children need sane and accurate education concerning matters that deal with

sex. However, many parents seem unable or unwilling to teach their children simple sex knowledge, to help them adjust to the normal sex relationships that should exist between men and women, or to prepare them for the achievement of wholesome adult family life.

Habit development We have gone a long way in our attitudes toward young people since the days when children were supposed to be seen but not heard. Mothers and fathers as well as other adults have come to realize that in the thoughts, habits, and behavior of the young child lie the beginnings of adult thoughts, habits, and behavior patterns. Whether a child is heard or only seen, he does think, he does build up good or bad habits, and he certainly does continue to behave in one way or another. The baby is not born with fixed habits of thinking and behavior. Moreover, the pattern of the child's development is closely tied to parental attitudes and behavior toward him. These attitudes operate very subtly and with great force in relation to the responses that the child develops with regard to sex and sex activities.

The building of a child's sex-stimulated behavior and attitudes is no more his sole responsibility than is the development of his eating, working, or recreational habits. He needs guidance if his sex urges and interests are to be directed toward the achievement of personal health and self-control, and toward social betterment.

The function of guidance Sex is a powerful factor in the emotional life of every maturing person. Sex education, therefore, includes more than learning about the biological significance of sex or the physiology and hygiene of sex. The development of habits of emotional control and self-discipline, the care of one's physical and mental health, satisfactory childhood experiences in the family, socially desirable associations with members of the same and of the opposite sex, and wholesome attitudes toward love, marriage, and parent-child relationships—all of these rightfully belong in a program of sex education as this program is undertaken by parents and others who are sincerely interested in the development of wholesome attitudes and behavior in matters of sex.

Parents' inability or unwillingness to meet the problem of sex guidance with the same objectivity and frankness that they employ in other areas of child training may be a result of (1) parental fear of giving such education, (2) sexual maladjustment on the part of the parents themselves, or (3) parental lack of knowledge concerning the *when, why, how, and what* of sex education at the various stages of a child's development and growth. The purpose of this discussion is to give help to parents and other guidance personnel who are concerned with the development of desirable attitudes among young people toward matters dealing with the relations between the sexes.

SEX GUIDANCE OF THE YOUNG CHILD

During this age period, the child should be encouraged to develop wholesome physical and emotional habits. Affection toward and consideration for other members of the family, for babies, and for pets should become habitual attitudes.

The child should learn to display an unembarrassed curiosity concerning simple sex matters, including birth. By the time the child has reached his sixth birthday, he should be acquainted with the correct terms for body parts, including external sex organs, and should have achieved a simple understanding of body processes.

The young child in the home The mother is responsible for most of the care of a very young child, though many fathers help feed and bathe the baby and prepare him for bed. When the mother and father together take care of their child, he is helped to understand that he belongs to both his parents.

Young children usually ask their questions of their mother, mainly because they spend most of their time with her. If a child has confidence in both his parents, he is likely to ask questions about sex in the presence of either or both parents. The mother and the father should be prepared to answer questions and to supplement one another in their answers. No matter which parent is asked the question, the answer should be so worded that the other parent does not seem to be excluded from the situation.

Sometimes little children ask questions about sex because they have heard such matters discussed outside the home and want to find out if their parents agree with what they have heard. In order to discover what a child is thinking, it is sometimes helpful to begin an answer with a question such as, "What do you think?" or "How do you think it happens?" Doing this gives parents a starting point for their answer.

When some parents get started, they seem unable to stop talking. Questions should be answered definitely but briefly. The adult should stop enlarging upon facts as soon as the child seems satisfied, which usually is quite soon. Children lose interest or become confused if answers are too detailed. If an answer to his question does not satisfy the child completely, he will ask another. A good practice is to follow the child's train of thought rather than to impose adult thinking on him.

An adult and a child should not engage in "sex" talk merely for the excitement or thrill that may accompany such activity. The reason for the child's interest should be evaluated, and the answers should be worded accordingly. The attitude toward sex is as important as the information itself, if not more so.

The elementary-school child The elementary-school child should learn to assist in the care of younger members of the family. He should co-operate with all members of the family in household chores, and he should share in

wholesome work and play activities with both boys and girls. He should be encouraged to seek information about sex from his parents without embarrassment, and helped to refrain from undesirable sex activities.

During this period the child should become thoroughly acquainted with the correct terminology used in identifying body parts. By the time he reaches his tenth birthday, he should have gained an accurate though simple knowledge of the meaning and process of reproduction.

Before the age of eight, boys and girls seek the companionship of other children regardless of sex; at about the age of eight, boys prefer to play with boys and girls with girls. By the time they reach ten or eleven, antagonism between the sexes is evidenced. It is difficult for a little girl, for example, to be ignored or teased by a boy who a few months earlier enjoyed playing with her. Parents, teachers, and guidance workers who understand these developmental trends are able to cope with situations caused by these changes in young people's attitudes.

In the home Family attitudes are very important to growing boys and girls. Hence parents should display a friendly and co-operative attitude toward each other and be in complete agreement about the rearing of their children. Family love and loyalty should be encouraged among all members of the family.

Parents should guide their children toward respect for and co-operation with one another. Continuing a practice begun earlier, the mother and father should be willing and able to answer a child's questions about his developing body and boy-girl relationships. Children should be permitted to have pets and, if possible, some experience with the breeding of pets.

In the school The curriculum should include simple material dealing with biology and physiology that will acquaint children with fundamental life processes. Classroom and out-of-classroom activities should be so planned that boys and girls can learn to work and play together under the guidance of socially minded and ingenious teachers. In this way attitudes of wholesome respect and friendliness can be developed among children.

The games in which children participate before the age of puberty have few harmful sex factors. Often parents and teachers ascribe to certain activities of these children the kind of sex stimulated behavior that is experienced by individuals who already have attained puberty. A kissing game, for example, that may be played by ten- or eleven-year-olds does not have the kind of sexual overtones and emotional implications for them as these same games might have for sexually more mature individuals. The children's behavior is in the nature of discovering things for themselves. These activities become unhealthful and even dangerous, however, if one or two members of the group have matured prematurely or have acquired undesirable attitudes toward sex, thereby exerting a harmful influence on less mature children.

The preadolescent The child's prepubertal period usually is marked by an increasing interest in himself as an individual. The normal preadolescent often gives thoughtful consideration to the relationships between the sexes as well. Because girls between the ages of twelve and fourteen are more mature sexually than boys, they become interested in trying to attract the attention of the opposite sex. During this period, however, boys still seem to be aloof.

During these years, training emphasis should be placed on the fixing of healthful habits of body care. The child should be encouraged to develop interest in wholesome and relatively strenuous work and play activities. By the time a child is twelve years old, he should have formed the habit of assuming certain responsibilities in the home. He should have complete confidence in his parents' interest in him and in their ability to help him in the solution of his personal problems, including those related to sex.

The arrival of puberty may cause severe emotional shock unless the boy or girl is helped to understand the meaning and form of the physical changes that are taking place at this time. It is primarily the parents' responsibility to provide needed information and to guide the development of wholesome attitudes toward matters dealing with the physiology and psychology of sex. The teacher or the school counselor can help the young person during this difficult time by providing many interesting activities for him and by giving him individual counseling when this is sought.

Girls are better able to accept and enjoy their femininity if they are helped to realize that menstruation is a normal phase of female growth and necessary for their later reproductive role. Although the trend is toward a mother's giving information concerning menstruation in advance, many girls still reach this milestone in their development with mistaken ideas about it.

Boys also should know about menstruation in order that they may develop respect for its significance to women and its relation to motherhood. If they acquire incorrect information, they may develop unhealthful attitudes toward its life function. Whether or not the responsibility for encouraging wholesome attitudes toward these life processes is that of the home or of the school is a matter that has not been fully determined. What is clear is that developing boys and girls need to (1) receive correct information about physiological changes, and (2) be guided to achieve wholesome attitudes toward members of the opposite sex.

SEX GUIDANCE DURING ADOLESCENCE

Whether or not parents have given their child information about the facts of conception and birth, the adolescent usually learns about the human life cycle and related matters through courses in biology and health education. By this time, also, he probably is experiencing a new and different attitude toward

members of the other sex. Problems growing out of boy-girl relationships may be experienced. He is beginning to take an active interest in dating, courtship, and plans for marriage and rearing a family.

Adolescent problems of adjustment Some adolescents attempt to solve their own adjustment problems in this area of experience. Others seek help from adults. Unless children have developed a close and frank relationship with their parents through their childhood years, they take their questions about these matters to persons outside the home. Sympathetic teachers and counselors often are chosen as the confidants of confused or troubled young people. Hence the school's guidance program should include opportunities for adolescents, either in group or individual situations, to receive whatever assistance they may need.

In either the junior or the senior year of high school and in college, unit courses should be offered in elementary psychology or adjustment to marriage and family life. As a result of class discussion of questions dealing with relations between the sexes, marriage, and family life, many adolescents are stimulated to bring their individual questions and problems to the teacher of the course or to a counselor.

Characteristics of heterosexual behavior The attitudes of an adolescent toward members of the opposite sex appear to develop normally from early childhood. Often, however, the adolescent's attitude toward sexual behavior is rooted in the strength of his sex drive, the role of sex in his culture, and his factual information associated with sex. Sex guidance then becomes not only an individual but a group matter.

The sexual behavior of adolescents seems to function on a group-code basis. The greater freedom from adult supervision recently extended to adolescents forces these young people to establish their own standards of behavior to which they adhere in given social situations. Although this places heavy responsibility on them, it also challenges them to evaluate the ideal that chastity is the accepted standard. Careful guidance toward correct decision-making in these conflict-arousing situations also is a challenge to parents, teachers, or counselors.

GUIDANCE FOR MARRIAGE AND FAMILY LIFE

Accurate information and the development of attitudes of high idealism assist people to avoid mistakes caused by ignorance and lack of emotional control. Unfortunately, some individuals believe that their situations are different from those of others and that their behavior should not be judged by the standards set up by society for the guidance of all. It is easy for a girl to make

herself believe that her physical characteristics and appeal are her great "charm" which men cannot resist. Boys and men can persuade themselves easily that their strong sex urge is a sign of their manly virility. The married man who is unfaithful to his wife has no difficulty in excusing his behavior by citing defects and deficiencies on the part of his wife which he says no man should be expected to tolerate.

Influence of guidance If we accept the results of the Kinsey investigation, even in part, we are forced to conclude that education as such does not prevent all people from engaging in sexual experiences outside marriage. Guidance can be of value in insuring premarital continence and marital fidelity only when young people are taught also to appreciate spiritual values, to develop wholesome attitudes toward members of their own and the opposite sex, to want sincerely to experience the joys of wedded happiness, and to select a mate who also is motivated by true love and high idealism so that there can be no temptation (because there is no desire) to give to any other person the love and loyalty that belong rightly to the mate. Education for well-adjusted marriage and family life must be begun in the cradle by parents who themselves are lovers as well as parents, and must be continued through all the years of growing up.

It is not enough *to know* what it is right to do. The individual (and he alone) has the power to set his own standards and to live by them. Immediate satisfactions must give way to the hoped-for realization of future goals of adjusted living. If these aims can be achieved, then we can hope that programs of sex guidance for young people will eventuate in a happy healthy people.

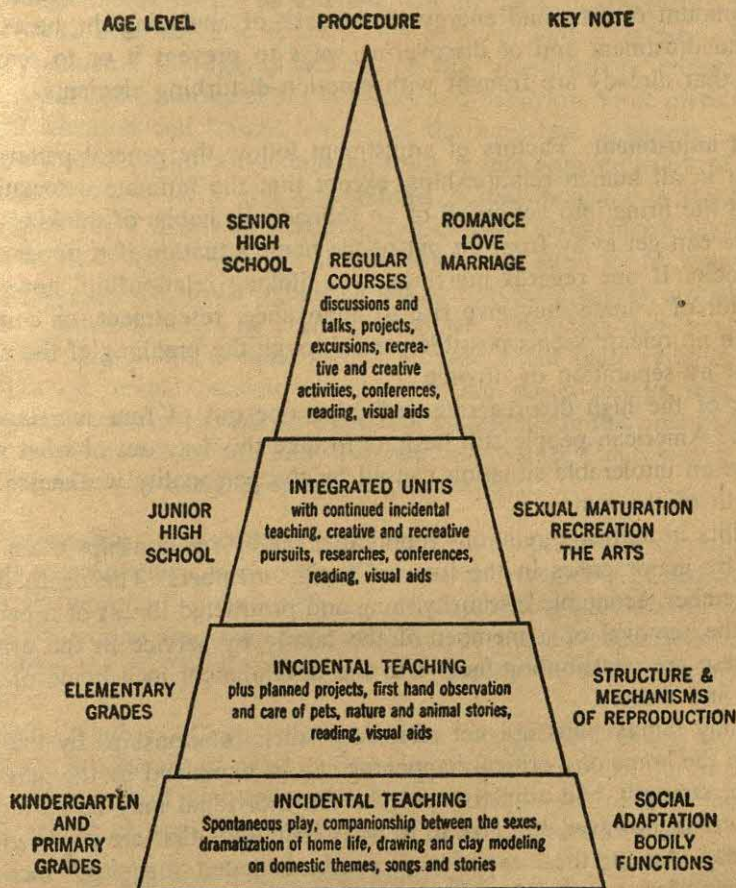
Attempts at meeting the problem In some states, especially Oregon and Michigan, education for home and family living is required by law. In other states, such education and guidance is optional. Educators and guidance leaders in other states and communities are becoming alert to the necessity of preparing young people for the achievement of well-adjusted home relations.

Guidance toward healthful marital adjustment has been and is being requested by many adolescents and adults. Today about one-half of the accredited four-year colleges and universities give courses in marriage and the family. The high schools lag behind the colleges in the extent and kind of their course offerings in these areas. Through the help and stimulation of the American Social Hygiene Association, however, plans are being formulated to extend the services downward into the high schools. This is being done experimentally in selected sections of the country, the first program having been instituted in the region that includes the states of Minnesota, South and North Dakota, and Iowa. Others are being set up in New England, in the Middle Atlantic states, and in the Midwest. Books, pamphlets, lecture series, and

short courses are available to individuals or to groups who wish additional information on the subject.

Taking courses, reading books, and listening to lectures do not constitute the only or even the best approach to the matter. The persons who offer the courses, as well as the content of the courses and the point of view of the writers and lecturers, are important factors. Most important are the amount and the effectiveness of the guidance which is offered to those contemplating marriage. Too many high-school teachers and guidance counselors, like parents, either are afraid to become involved in counseling activities in this area or do not possess the personal qualities or the knowledge needed for

Fig. 24. Chart Showing Pyramidal Structure of Sex Education Program in Schools¹



¹ Frances B. Strain, *Sex Guidance in Family Life Education*. Copyright, 1942, by The Macmillan Company, and used with their permission.

effective counseling. A suggested chart of the school's functions in sex education is shown in Figure 24.

GUIDANCE OF THE MARRIED ADULT

The extent and seriousness of existing problems of marital adjustment are attested to by the large numbers of married men and women, young and older, who find their way into family relations courts and counseling centers, and by our high divorce rate. Guidance after marriage appears to be needed as much as guidance before marriage. Perhaps as premarital education and guidance improve, we can hope for better postmarital adjustment. At present, social agencies, educators, and other interested persons are devoting an increasing amount of time and energy to the task of analyzing the bases for marital maladjustment and of discovering ways to prevent it or to remedy situations that already are fraught with emotion-disturbing elements.

Factors of adjustment Factors of adjustment follow the general pattern of adjustment in all human relationships, except that the intimate associations of married life bring into action all of an individual's habits of thinking and doing. One can get away from an out-of-the-home situation if it appears to be intolerable. If one regards marriage as a lifelong relationship, however, the behavior of a mate may give rise to annoyance, resentment, or conflict from which no release seems possible even through the breaking of the marriage bond by separation or divorce.

In spite of the high divorce rate (affecting one out of four marriages), most of the American people still hesitate to take this way out of what may seem to be an intolerable situation caused by the personality weaknesses of one or both of the mates.

Counselors in marriage relations report that family relationships often are disrupted by major crises in the lives of family members. The death of a beloved member, economic insecurity, long and protracted illness of a parent or child, the removal of a member of the family by service in the armed forces—these are contributing factors to the development in a home of unhappiness and discord.

That many family units are not affected in their relationships by the occurrence in the home of a critical happening can be explained by the parents' personality, strength, and adjustive powers. An individual may be strong in meeting a crisis, however, but give in to petty irritations that are experienced day after day. Among these experiences can be included "nagging," recriminations, jealousies, emotional outbursts, maintaining an air of silent martyrdom, unwillingness to share in family responsibilities, extravagance or self-centeredness, too much or too little interest in social activities, and a host of

other emotion-disturbing characteristics of patterns formed in premarital years. In addition to and perhaps more significant than the effect on marital adjustment of the undesirable personality qualities listed above are the problems arising out of sexual incompatibility. We hear much about the "frigid" wife or the sexually uncontrolled husband. The attitudes developed during the growing-up period are mainly responsible for failure to adjust in the physical aspect of marriage. It is in this area that parents can help to prepare their children for the life ahead of them. Schools, too, can do much to teach young people the beauty and wonder of sex. Since 1943, the University of Minnesota has conducted a Student Counseling Bureau, and in 1944 it began a plan to combine courses on marriage with counseling in the field of marriage. The experiment has met with success, which encouraged other institutions to establish similar programs.

Analytical studies of marital adjustment During the last half-century, various attempts have been made to study sexual behavior and adjustment. Investigations conducted through utilization of the questionnaire method have yielded about 800 histories of sex attitudes and behavior. Some investigators, notably Dickenson and Landis, employed the interview technique.

Probably the most intensive research study is that engaged in by Alfred C. Kinsey and his associates. His first volume, *Sexual Behavior in the Human Male*, represents a nine-year accumulation of data about men's sex life. A companion study deals with the sex behavior and attitudes of women.

The Kinsey reports reveal significant data on sexual practices of males and females at different stages of their development, including both single and married life. The public became greatly aroused about these revealing findings. Although sexual behavior in modern life poses serious aspects of sexual adjustment and indicates the need for counseling in this area of human activity, recent trends toward early marriage and larger families may counteract somewhat the dangers of sexual promiscuity.

Marital counseling Unfortunately, we cannot wait placidly for marital adjustments to eventualize as a result of greater understanding gained through research and improved premarital preparation. Existing problems of marital unhappiness require the immediate attention of trained counselors and of organizations having for their purpose the improvement of marriage and family life.

Increasing numbers of influential groups are engaged in building programs aimed at the attainment of more satisfactory marital relations, the improved physical, mental, and emotional development of young people, and the stamping out of venereal disease. Some of these organizations are:

- American Association of Marriage Counselors
- American Institute of Family Relations
- American Medical Association

American Social Hygiene Association
 Association for Family Living
 Child Study Association of America
 Children's Bureau, United States Office of Health, Education and Welfare
 Family Life Bureau, National Catholic Welfare Conference
 Family Service Association of America
 National Association for Mental Health
 National Council on Family Relations
 National Parent-Teacher Association
 Public Affairs Committee
 Rabbinical Assembly of America
 United States Public Health Service
 White House Conference on Children and Youth

The American Social Hygiene Association is encouraging the inauguration throughout the country of planned programs of education for marriage and family life, and is waging a campaign against venereal diseases. The Department of Public Service of the American Institute of Family Relations is offering assistance toward family readjustment. For example, in the Los Angeles office, counselors help thousands of persons yearly with re-education, either personally or through correspondence. Family counseling units, as well as family relations courts, are being established in an increasing number of communities. Apparently progress is being made. The divorce rate is decreasing and infant mortality is on the decline. Infant deaths from syphilis, for example, have decreased from a rate of two per thousand of live births in 1946 to one per thousand in 1958.

The applying of remedial measures to the already maladjusted is commendable. However, our responsibilities in this area must include education through guidance in group and individual situations aimed at the prevention of maladjustment in marriage and family relations.

Value of education The primary purpose of sex education is to establish attitudes, habits, and ideals toward sex that both satisfy the individual and enable him to act in a socially responsible manner. The home, as well as community agencies, such as the church and the school, need to share the responsibility for adequate education and guidance in matters pertaining to the sex life of the individual. Since the home is responsible for rearing the child during his most formative years, it is in an excellent position to deal with this phase of education on a day-to-day basis. As the child's environment expands and he experiences numerous problems rooted in his physical and physiological development, he needs the constructive help of the various persons and agencies in the community that have to do with problems related to the sex life of the individual.

During the impressionable years of late childhood and adolescence, the

individual constantly is being stimulated by sex-pointed, one-way mass communication. The "glamour" of sex and the physical aspect of love are overemphasized in popular songs, magazine stories, motion picture plots, and entertainment programs on radio and television. Newspapers and news commentators advertise in vivid and detailed word pictures the marriages and divorces of motion-picture stars and other well-known personages. To immature, glamour-seeking youth, this kind of love theme is much more appealing than any story or news item dealing with the more prosaic aspects of a successful, enduring marriage between two people who as parents or community leaders contributed much toward strengthening high ideals of co-operative life activities.

Negative forces can be countered by such positive values as good parental example, the guidance of religious leaders, the counsel of qualified physicians about the biological functioning of the body, and carefully planned school programs that stress particularly the value to a young person of (1) developing self-control, (2) learning to respect his own body functions as well as those of members of the opposite sex, (3) forming wholesome friendships with members of both sexes, and (4) seeking a mate to whom he not only is sexually attracted but with whom he can share constructive lifelong interests and activities. Of course, young people will "fall in love." The kind of person selected as the object of adoration, the attitudes the two display toward each other, and the eventual life goals toward which they strive constitute the bases of parent, school, and community planned programs of education for marriage and family living.

QUESTIONS AND TOPICS FOR DISCUSSION

1. Review your own childhood experiences in matters dealing with sex. If you are willing, report these to the class.
2. Cite examples of parents who are hesitant about telling "the facts of life" to their children.
3. Why is attitude more important in this area of experience than information?
4. Comment on the practices of the young child in the home as described in this chapter. Which do you believe to be the most important? Why?
5. In your experiences, what are the questions about sex most often asked by the elementary-school child?
6. As a teacher, what would you do about pornographic pictures passed around the classroom by your pupils?
7. List problems of adolescent boy-girl relations that might arise in the life of a high-school pupil. How can the pupil be helped to meet them?

8. Discuss "crushes" on teachers of the same sex as a symptom of homosexual tendencies.
9. What are the values to be derived from courses in marriage and family relations?
10. Evaluate Strain's pyramidal structure of sex education in the schools (page 397).
11. Why do school people hesitate to establish a program of education in marriage and family relations?
12. What kind of person should counsel in marriage and family life?
13. Select five married couples of your acquaintance and evaluate their degree of adjustment. Why can you not be sure of their attitudes toward each other?
14. What provisions are made in your home community for guidance services in the field of marital adjustment?
15. In what ways can religious organizations, motion pictures, and radio and television help to bring about desirable attitudes among young people toward marriage and marital relations? Cite specific instances.

We have attempted to introduce the reader to an understanding of the guidance concept and an appreciation of what is being done or should be done to help people from birth onward to achieve constructive and satisfying adjustment in the various areas of life experiences. The time has come to give thoughtful consideration to guidance as an informal or an organized program of services that shall benefit all who participate in it, and to the possible future trends that have their roots in present practices. As we evaluate and predict, perhaps the reader can formulate a personal philosophy about the place of guidance in education and in the life pattern of each of us.

APPRAISAL OF GUIDANCE PROGRAMS

Any relatively new movement passes through the following stages: (1) recognition of the need, (2) formulation of objectives, (3) experimentation, (4) establishment of tentatively accepted procedures, (5) evaluation and reorganization. If the movement is to achieve permanent status, there must be constant re-evaluation and reorganization as new needs develop and new and better techniques are discovered. Guidance is no exception to this general form of progression.

In the foregoing chapters we have traced guidance services from vocationally-pointed assistance to concern for every aspect of an individual's life pattern. The first half of the present century has witnessed much experimentation in the field. How effective are existing programs? What changes in guidance philosophy and practice are needed? To obtain answers to these questions, school and community leaders, especially guidance personnel, have been engaging in both short-term and long-range evaluations of present guidance approaches.

Areas of investigation The studies of guidance that have been completed or that still are in progress are concerned with three general areas of investigation. Attempts are being made to review existing statements of guidance objectives, evaluate them in light of the results of investigations of guidance needs, change or expand them, and reformulate them. Other studies stress the functions to be served and the organization and personnel of existing programs, for the purpose of determining their efficacy. Investigators also seek to evaluate the adequacy of the common practices and techniques to discover the extent to which they are effective in meeting their avowed purposes. In addition to these general areas of investigation, studies are being conducted to determine the success of guidance services in special areas, such as educational and vocational counseling, guidance of atypical individuals, and the guidance needs of adults. Probably the most recent project is the appraisal of guidance programs on the elementary-school level.

Generally, one of two patterns of study are employed. Investigators approach their task either (1) by utilizing data resulting from follow-up contacts with individuals who have participated in a guidance program to discover the benefits to these individuals of such services, or (2) by setting standards or preparing lists of characteristics considered desirable in a guidance program.

Follow-up studies Schools and colleges are becoming increasingly interested in discovering the value of their respective guidance programs by contacting graduates and drop-outs after they have left school. The methods generally used include mailing questionnaires to former students or inviting them to discussion group meetings. The guidance or personnel departments of some high schools and colleges make it a practice to send periodic reports of individual students' progress to the feeding schools. Some secondary schools and colleges contact employers of former students. Data yielded by follow-up studies can have considerable value as aids to the improvement of guidance services, provided that such data are valid.

Follow-up questionnaires and reports Follow-up evaluations are helpful to the extent that they represent co-operative efforts on the part of all persons or groups involved in the project. Various factors militate against the usefulness of the questionnaire and report methods. Among the disadvantages of the questionnaire are: (1) some former students change their place of residence without leaving a forwarding address, (2) answers to questions asked may not be truthful, (3) receivers of the questionnaire may neglect to complete and return it, and (4) much time, energy, and money are expended in the preparation of questionnaires, the mailing of them, and the classification and interpretation of returned data.

A return of about one-third of the number of questionnaires sent to prospective responders usually is all that can be expected. In 1955, the Elkhart

(Ind.) High School, for example, mailed forms to 307 members of the graduating class of 1950. The question areas on the form dealt with (1) present employment, (2) college, (3) frequency of employment, (4) job ideas, (5) relation of job to school training, (6) further schooling, (7) type of schooling, (8) membership in organizations, and (9) comments and suggestions. Truthful answers to these questions submitted by all who received the form would have constituted an excellent basis for self-evaluation by the faculty of the school. Especially valuable would be the comments and suggestions about the value to the respondents of guidance received during their high-school years. Unfortunately, nineteen of the forms were returned by the postal department (not delivered) and apparently 181 forms were received but not returned, leaving a total of 107 (35 per cent), completed forms returned. Most of the comments on these forms were favorable toward the way Elkhart High School is preparing its graduates for jobs, college, and life, but what were the attitudes of the 59 per cent of nonrespondents?

The same high school also conducted a one-year follow-up of 388 members of the graduating class of 1955. Replies were received from 245, a return of 63.4 per cent. The relatively high percentage of responses after one year as compared to a lapse of five years is understandable. The bond between the school and recent graduates is closer than it would be after five years during which time new interests have developed. Although both sets of questionnaires contained many commendatory comments, the validity of responses submitted after a five-year period probably would be greater, since they would tend to be more objective.

Reports of the progress of former students received from high schools or present employers vary in their usefulness as evaluating instruments. Some secondary schools and colleges report only outstanding achievers to feeding schools; others limit their reporting to cover only student achievement at the end of the first year. For any educational institution to keep the feeding school informed of the continued progress of all former pupils would be extremely worthwhile but also a tremendous job for any but a college with a small enrollment.

Follow-up meetings and conferences Some schools find the procedure of conducting group discussions with their graduates an extremely effective method of evaluating existing educational and guidance programs. This approach is excellent if the graduates live in the school community and if good rapport has been established between the school faculty and the student body. A loyal, active alumni organization also can be useful.

Two examples of program evaluation in group situations are cited. Both deal with the appraisal of a counselor training curriculum and instruction. In one institution, the director of the guidance training program and some of the faculty members periodically meet in a kind of "bull session" with groups of graduates who themselves are guidance workers in the local schools. In an in-

formal setting, including the serving of tea or coffee, the members of the group discuss common problems. Directly or indirectly the graduates display their attitudes toward their training program, as they indicate their own strengths and weaknesses on the job. They are encouraged to offer suggestions about their training inadequacies. As a result, the program of this institution is in a constant state of revision and improvement.

Another example is that of a college association including graduates of and students in its guidance curriculum. This organization (1) conducts periodic membership meetings devoted to the consideration of various aspects of guidance and counseling, usually under expert leadership, (2) sponsors small group meetings of counselors on respective school levels, either for the discussion of common problems or as study groups in preparation for a licensing examination, (3) exchanges books, pamphlets, or other pertinent materials, (4) encourages personally suited teachers with whom individual members are associated to prepare themselves to be counselors, (5) through the periodic distribution of newsletters keeps the membership informed about new developments in the field and the special guidance activities of their associates, and (6) recommends needed changes in the college's counselor training program.

Self-evaluation by school personnel The administrators, teaching staff, and guidance personnel of a school can evaluate the effectiveness of its guidance services by setting desirable standards or criteria and then attempting, individually or in groups, to discover the extent to which they seem to be meeting established objectives. This approach to the study of the outcomes of a school's guidance program might include an evaluation of the following areas:

1. Curriculum offerings in relation to pupils' educational needs
2. Efficacy of orientation programs
3. Number and kind of courses or other forms of guidance in group situations
4. Adequacy of provision for individual counseling
5. Adequacy of the program of pupil evaluation
6. Extent to which pupils are stimulated to work at maximum capacity
7. Causes of pupil failure and "drop-out"
8. Pupil acquaintance with opportunities for further study or vocational selection
9. Competence in their respective guidance activities of the members of the guidance personnel and of the school staff as a whole
10. Adequacy of guidance materials: space, equipment, tests, records, etc.
11. Amount and kind of community co-operation with the school guidance program
12. Success of graduates in higher schools or on the job
13. Attitude of graduates toward the guidance services received while in school

14. Parents' attitude toward and co-operation with the school guidance program

The effectiveness of a guidance program is directly related to the attitudes of those who are responsible for activating its services. Success can be expected to the extent that these persons are well prepared for their task, recognize their responsibilities, and conscientiously render the services that are needed. Staff members find that thoughtful honest answers to questions similar to the following are helpful for self-evaluation:

ATTITUDE TOWARD GUIDANCE

In the light of your school responsibilities and your relation to the guidance services offered by your school, answer the first set of questions and the set that applies specifically to you in your school assignment. Compare your own attitude with that of other school people with whom you are acquainted. Check your response in the appropriate column—Yes or No—if either represents your usual behavior. If there is doubt as to whether the answer should be Yes or No, check the ? column.

As a Member of the School Personnel

	Yes	?	No
1. I understand what is meant by the education of the whole individual.	_____	_____	_____
2. I keep up-to-date in educational literature.	_____	_____	_____
3. I have taken courses in the field of guidance.	_____	_____	_____
4. I attend guidance conferences.	_____	_____	_____
5. I exercise reasonable control over my behavior in school and out of school.	_____	_____	_____
6. I like people.	_____	_____	_____
7. I regard guidance as a continuous process.	_____	_____	_____
8. I believe that a person should be encouraged to make his own decisions and to plan his own life.	_____	_____	_____
9. I believe that attitudes and behavior can be improved through sympathetic guidance.	_____	_____	_____
10. Through my own attitudes and behavior I inspire others to have confidence in my judgment.	_____	_____	_____

As an Administrator

1. Within budgetary and building limitations, I have provided guidance facilities for the school.	_____	_____	_____
2. As a co-operative undertaking, my faculty and I have developed a school guidance program appropriate to pupil needs.	_____	_____	_____
3. I allocate guidance responsibilities among the members of my faculty on the basis of personal fitness and interest.	_____	_____	_____
4. I carefully select new additions to the staff.	_____	_____	_____
5. I encourage a guidance-minded attitude among faculty members and pupils.	_____	_____	_____

	Yes	?	No
6. I provide in-service training in guidance for my faculty.	_____	_____	_____
7. I refrain from directing guidance policies.	_____	_____	_____
8. I confer with guidance personnel and teachers about individual pupil problems.	_____	_____	_____
9. I encourage parental co-operation.	_____	_____	_____
10. I encourage co-operation between community agencies and the school.	_____	_____	_____

As a Teacher

1. I attempt to apply learning content to the present and future needs of my pupils.	_____	_____	_____
2. I try to meet the individual needs of learners.	_____	_____	_____
3. I acquaint myself with all the data on my pupils contained in their individual records.	_____	_____	_____
4. I am patient with slow learners and adapt teaching content to their level of mastery ability.	_____	_____	_____
5. I try to motivate superior pupils toward participation in enriching study projects.	_____	_____	_____
6. I give attention to the physical and mental health of my pupils.	_____	_____	_____
7. I refrain from regarding all pupils as "problems" but am alert to problem situations.	_____	_____	_____
8. I work co-operatively with the school guidance staff and fellow teachers.	_____	_____	_____
9. I am willing to assume guidance responsibilities.	_____	_____	_____
10. I am willing to devote time and energy in co-operating with parents and community groups.	_____	_____	_____

As a Member of the Guidance Staff

1. I keep myself well-prepared to meet my specific responsibilities.	_____	_____	_____
2. I am accurate and intelligent in the administration and use of individual evaluating materials.	_____	_____	_____
3. I keep correct records and file them properly.	_____	_____	_____
4. I try to understand my counselees.	_____	_____	_____
5. I maintain a friendly, objective, and co-operative attitude toward my counselees.	_____	_____	_____
6. I refrain from dictating plans of action to my counselees.	_____	_____	_____
7. I am a co-operative member of the school staff and the guidance personnel.	_____	_____	_____
8. I refrain from duplicating the activities of my co-workers.	_____	_____	_____
9. I work co-operatively in guidance projects with parents and other community individuals or groups.	_____	_____	_____
10. Insofar as is possible and desirable, I continue to serve my counselees after they have left the school.	_____	_____	_____

Guidance workers participate in group sessions for the purpose of evaluating their activities. National, state, and local counselors' associations sponsor comparative studies of guidance programs. The guidance personnel of an entire school community and of individual schools also hold conferences to determine the strengths and weaknesses of their programs and to seek ways of improving or expanding available services.

The Escambia County (Florida) School Guidance Association conducts pupil personnel conferences. One such conference dealt with the improvement of services for Escambia County children and youth with problems. Respective group discussions were concerned with (1) screening, (2) individual evaluation, and (3) special services. For each group meeting, a prepared set of appropriate questions, arranged in outline form, served as the basis of analysis and recommendations by the participants.

Another example of group appraisal is the critical study, in the form of a job analysis, of the duties of the guidance directors in six secondary schools. An increasing number of short-term and long-range evaluations of guidance services could be cited. A comprehensive work experience study (one of a series of projects, "Working Together in the Schools of Washington County") was conducted at the suggestion of a member of the Pupil Personnel and Guidance Services, United States Office of Education, and prepared by pupils, teachers, counselors, and principals under the direction of the superintendent of schools (Hagerstown, Maryland) and the supervisor of guidance.

Research and evaluation are regarded as important aspects of the program of guidance and placement in the schools of Baltimore. A description of research projects says that:

1. They assist in building a better program of guidance and placement, the purpose of which is to give better service to the pupil.
2. They are used to adapt the schools to the needs of the individual through curriculum revision.

The research work is of three types:

- I. Studies of special groups of pupils within the schools
 - A. Those whose needs are not met by the present offerings of the schools
 - B. "On-Trial" pupils
 - C. Failing pupils
 - D. Accelerate pupils
 - E. Pupils who transfer or are promoted to other school units
- II. Studies of educational and occupational opportunities in the community
 - A. To secure information on specific occupations and occupational fields, 29 pamphlets in the "Your Future" series have been published. See page 18, The Guidance Advisory Committee.
 - B. To ascertain opportunities in particular industries
 - C. To accumulate data on institutions offering general education and also those offering specific types of training
- III. Studies of the follow-up of the school products—graduates and withdrawals
 - A. To evaluate the extent to which the training received in school is pre-

paring the graduate to fit into the institutions of higher learning or into schools for specific vocational training

- B. To evaluate the extent to which the training received in school is fitting the child to meet the vocational opportunities in the community
- C. To analyze the relation of different types and levels of training to the jobs secured and to the salaries and the opportunities for advancement
- D. To accumulate data on the types of training which the schools are not providing, but which are needed to develop and utilize to a greater extent the interests, aptitudes, and abilities of pupils and thus aid them in adjusting themselves more readily to vocational opportunities in the community¹

The guidance personnel of the Baltimore school system are somewhat doubtful about the worth of some commonly employed methods of evaluating guidance activities, especially when an attempt is made to appraise successfully "a program of guidance which starts in the elementary schools, continues in the junior and senior high schools, and serves the adults and out-of-school youth in the community."

The method of determining the effectiveness of certain guidance services by observing various outcomes and effects on pupils which may be attributed, at least in part, to the program of guidance seems to be an unsatisfactory method of evaluation. Even though these outcomes are considered in the light of objectives and practices of the guidance program, there are too many unknown factors, other than guidance, affecting these results to make this method a reliable evaluation technique.

Experimental research utilizing control groups seems the only true way to evaluate the effectiveness of certain guidance services and to improve and develop guidance practices. It would seem that research to improve practices should belong in the colleges and universities where counselors are trained; research to evaluate the effectiveness of a program should be the responsibility of the school or educational system providing the program. Based on this belief, we have asked the Bureau of Research to assist us in setting up an experimental situation to evaluate the effectiveness of the full-time programs of guidance in the elementary schools.²

The authors are sympathetic to the somewhat skeptical attitude of the Baltimore guidance personnel toward the value of various appraisal techniques. Invalid or deceptive conclusions can result from studies that yield impressive data on the extent of the services offered, size of and training background of the guidance staff, adequacy of counseling space and guidance equipment, testing instruments administered, number of counseling interviews, and records of students admitted to higher institutions of learning or placed in jobs. That these elements are important cannot be questioned. Yet, their significance in the life of every individual who supposedly has benefitted from

¹ From *The Program of Guidance and Placement*. Courtesy of the Baltimore Public Schools.

² *Ibid.*

their availability is extremely difficult to determine. Any one of the many motivating factors inherent in our complex society can exercise a subtle but potent influence on the attitudes and activities of an individual. Organized school guidance represents only one of these factors. Whether, among all of a young person's experiences, school guidance is the most influential factor in the development of his habitual behavior pattern may not be appreciated by the individual himself nor known with certainty by his counselors. This statement does not imply that school guidance services do not have value, but it does emphasize the need of caution in accepting as valid the results of studies aimed at the evaluation of guidance programs.

PROBABLE TRENDS IN GUIDANCE

In Chapter 1, we referred to the danger implicit in the utilization of the term "guidance" as a catchword to connote a panacea for all adjustment ills. Serious thinkers and workers in the field are disturbed by a growing tendency on the part of professional as well as lay persons to say of a child or an older individual whose attitude or behavior appears to them to be abnormal, "He needs guidance!" Equally thought-provoking are the expressed opinions of those people, including parents, educators, and lay leaders, to the effect that guidance activities as they are now conducted are superficial, and perhaps harmful. Hence it is with ambivalent feelings that we approach the task of predicting the probable future of guidance programs and activities.

Some current bases of prediction One of the most hopeful indications of continued efforts toward the furthering of guidance services is the attitude displayed by experienced guidance workers and counselors. Although they have faith in what they are attempting to accomplish, they are not self-satisfied or complacent. They recognize their counseling inadequacies and are willing to admit them; they are striving to improve their own approaches; they are participating in any plans or projects aimed at implementing fundamental guidance objectives.

One difficulty encountered by most men and women who currently are the leaders in the guidance movement is that as college students, they received little or no guidance as it now is interpreted. They therefore have no background experience in light of which to evaluate the effectiveness of their present endeavors, except as they can recall the effect on their lives of teachers' attitudes toward them, or chance remarks of teachers to them.

Fortunately, successful counselors have a good sense of humor which enables them to recognize their own shortcomings or counselee attitudes. In a recent issue of the *Vocational Guidance Quarterly*, the "Old Counselosopher" contributed the following "bits of wisdom":³

³ Quoted with permission.

Expecting a child to "follow in his father's footsteps" gives him at least a 25-year handicap on other children.

The child's own perception of his experiences and present status (no matter how inaccurate) determines his behavior more than does a counselor's appraisal (no matter how accurate).

The counselor should be prepared to handle actual inferiority as capably as he handles inferiority complexes.

It is much easier to close educational or vocational doors than it is to open new, more appropriate ones.

Even without any formal training in counseling, some teachers give young people with problems a sympathetic hearing; this is the main thing that counselors with training do.

Counseling before a crisis, instead of after failure, is more economical for all concerned.

Sometimes all the counselor can do is soften the blow of impending failure.

The standards (their own) by which most adults judge student behavior are at least 25 years (one generation) behind times.

We have more critics of youth than we have examples for youth.

For every counselor who listens too much during student interviews, there probably are 10 who talk too much.

Counseling techniques will never disguise the counselor's own personal quirks.

Coming up with the right answers to problems is only part of the story. Living involves adjustment both to problems and to the having of problems.

Adolescents, as a group, adhere to their adolescent code of behavior at least as well as adults, as a group, adhere to their code of behavior.

Parents, teachers, and counselors are really successful when they become no longer needed.

Another good trend is the attitude of more and more parents who are beginning to recognize the value of co-operating with school people. Taxpayers and government officials also are coming to accept responsibility for the implementation of expanded guidance services.

One of the major provisions of the National Defense Education Act of 1958 deals with guidance, counseling, and testing. At the time of the passage of the bill, there were the equivalent of 11,000 full-time counselors for the nation's 8,800,000 high-school students—a ratio of 1 to 800 as compared to generally accepted standards of 1 to 300. Most U.S. high schools had no counselors or guidance officers.

The idea of this part of the bill is to increase the number of such counselors and guidance officers in the American secondary schools so that students may be advised of courses of study adaptable to their abilities, aptitudes, and skills; and so that the more able ones may be encouraged to prepare themselves for college.

Congress authorized federal expenditures of \$15 million for each of the next four fiscal years, the money being allotted to the various state educational agencies. The allotments would be determined by the ratio of the state's school-age population (ages 5-17 inclusive) to the school-age population of the nation as a whole. No state participating in the program, however, would get less than \$20,000 in any one year. So far \$5,400,000 has actually been appropriated.

After the fiscal year ending next June 30, the states would match the federal grants. No money need be put up by the state for the first year.

To participate in the government-sponsored program, the state education departments must come up with an acceptable plan for testing, guidance, and counseling. In the section dealing with testing, the law states that the program is to be for public secondary schools and "if authorized by law, other secondary schools." However, in the section on guidance and counseling, the law refers only to public secondary schools.

Another part of the bill calls for the establishment of either short-term or regular session institutes to improve the qualifications of personnel engaged in counseling and guidance of students in secondary schools, or the training of secondary-school teachers preparing to engage in counseling or guidance. The bill authorizes appropriations of \$6¼ million for the current fiscal year and \$7¼ million for each of the following three fiscal years. The institutes would be established through contracts signed between the Commissioner of Education and institutions of higher education.

Any person engaged, or preparing to engage, in counseling and guidance in a public secondary school and who attends such an institute shall be eligible for a stipend of \$75 per week for the period of his attendance, plus \$15 per week for each of his dependents.⁴

Fundamental guidance needs Increased budgetary provision on national state, and local community levels is indicative of a country-wide belief that guidance, intelligently and objectively interpreted, is a necessary concomitant of education aimed at responsible citizenship in our increasingly complex world civilization. People need direct or indirect help in meeting day-by-day situations requiring decisions, as well as in adjusting to major crises in their lives. There is a growing conviction that everyone should be afforded the opportunity to avail himself of those guidance services which will increase *his own power of self-determination, planning, and fulfillment.*

Various factors have combined to bring about a recognition that intelligent and effective guidance should be continuous from early childhood to old age. Among these factors can be included the following:

1. The results of psychological studies indicate that the early years of an individual's life are extremely important and that many problems experienced during adolescence have their roots in behavior patterns formed during these earlier years. Hence both children and parents of young children need guidance.

⁴ *Education, U.S.A.* The National School Public Relations Association of the NEA September 4, 1958, p. 5. Quoted with permission.

2. Experiences during World War I made us aware of the many problems of adjustment that arose among servicemen, not only while they were in service, but also when they returned to civilian life. During and after World War II, definite attempts were made to offer carefully planned programs of guidance services to all who were associated with the war effort. These services are being continued in a modified form for our civilian population.
3. Eras of economic depression or inflation represent times during which it may be difficult for individuals to meet abnormal living conditions without assistance from experienced counselors.
4. Marriage based entirely on romantic love rather than a combination of physical attraction, respect, and admiration, in conjunction with parental approval of the mate, may bring with it problems of marital adjustment that lead to "solution" only in the divorce courts unless help is available.
5. Modern encouragement of the child toward participation in all phases of community activity makes the rearing of children a much more difficult task for parents now than when the home was considered the center of a growing child's life interests.
6. Changing attitudes toward religion and affiliation with religious organizations deny to some persons of all ages the strength that is inherent in an appreciation of spiritual values, too often leaving them without a ruler to help steer the course of their lives.
7. The increasing life span which we are experiencing involves problems of adjustment to old age and its concomitants of retirement from active occupational participation, relationships with younger members of the family, and social and recreational opportunities.
8. The second half of the twentieth century is witnessing the rapid development of changing world and life concepts. No one, young or older, can escape the influence on his attitudes and behavior of phenomena such as the "cold war," world interrelationships and conflict, experimentation with atomic energy, and attempted space travel. The many currently produced semiscientific and popular books and magazines devoted to possible interplanetary communication have a tremendous effect on both the young and older individuals who read them. The imagination is stirred; fears are aroused about the earth's future state. Some adolescents and adults are using "science fiction" as an escape from frustrating experiences; children are projecting themselves into the role of "space men." The eventual effect on individuals of existing world conditions and possible future changes still is a matter of conjecture.

Guidance prospects Guidance is coming to be envisaged as furthering an increasingly sound and practical approach to various aspects of life activities and relationships.

Vocational guidance As time goes on, the in-school and out-of-school personnel of vocational guidance will improve their facilities and techniques in the matching of workers and jobs. With an increased appreciation of the worth to society and the dignity of constructive occupational activities, regardless of their present prestige value, should come more equitable wage scales and more hygienic working conditions in all occupational fields. Consequently, young people, with parent approval, will allow themselves to be guided toward entrance into occupational fields for which they are personally fitted.

Extension of guidance services The future probably will see a greater recognition of the value of guidance to an individual from early childhood years through adulthood. More refined and valid techniques of personality analysis and evaluation will evolve. Similarly, there should come a more intelligent and exact understanding of social conditions, needs, and demands. Hence we should become more effective in guiding an individual with whose potentialities and interests we are well acquainted toward a better adjustment in and to world affairs, with less uncertainty about what it is to which he should adjust. In this connection, curriculum reorganization will be undertaken for the purpose of bringing the individual and society together in a more wholesome and amicable relationship. To achieve desired objectives, it will become the responsibility of school people in general, and of the guidance personnel in particular, to effect a more personal and constructive working relationship of the school with parents and with the community.

Parents and school Parents, either individually or in parent-teacher associations, will then know the schools which their children are attending and will work in close co-operation with administrators, teachers, and counselors. Beginnings already have been made in this area. In some elementary schools, the parents of children in a particular grade form a grade group. They follow their children's progress; they become well acquainted with the teacher of the grade and other faculty members interested in their children; they are welcome visitors to the classroom during regular class sessions; and they co-operate in a practical way in the construction of class projects. Unfortunately, this close relationship between parents and the school personnel, except in rare instances, is not yet evident on school levels above the elementary.

School and community There will be greater co-operation between the school and the community. Schools will become increasingly community-centered as young people are helped to take their places as respected and effective community members. School guidance staffs and community guidance agencies will come to greater agreement about their respective responsibilities for individual and general welfare, so that there will be a minimum duplication of effort. The community will come into the school, and the school will go into the community. Young people will be afforded greater opportunity for devel-

oping resourcefulness, co-operativeness, and self-reliance through participation in school and community projects that are realistic and conducive to achieving constructive outcomes.

Guidance approaches The child and adolescent probably will continue to be exposed, during the developmental years, to unfavorable influences associated with too great speed of living and too many varieties of changing conditions and situations. Hence it probably can be predicted that one of the most significant functions of guidance personnel will be to help confused, unrealistically-oriented, and perhaps fearful young people or adults acquire a better appreciation of worthwhile life values, a more realistic approach to their duties and responsibilities, and a more steadfast adherence to high ideals. To achieve only a modicum of success in this broadly envisioned function of guidance, the counselor of the future, even more than of the past, will need to possess emotional stability, extensive and intensive knowledge about and understanding of the present scene, forward-looking but objective interest in future developments, broad vision, and keen insight into new and different problem situations, especially those experienced by young people.

More than ever before we shall need to reconcile various schools of thought concerning (1) the organization and conduct of guidance services, (2) articulation of guidance from school level to school level, (3) orientation to the requirements of any educational institution, (4) systematization of methods to procure needed data about school attenders and to furnish them with appropriate information, and (5) line-staff relations among administrators, guidance personnel, teaching staff, and out-of-school agencies. Care must be taken that we are not easily satisfied with achieving what may be no more than superficial guidance outcomes. We should not allow "guidance" to degenerate into a fetish, a leaning post, or an educational fad. Elaborate organizations, complicated records, complex techniques, expensive equipment, and a host of academically trained counselors who can boast of having earned a Ph.D. degree in guidance do not necessarily reflect the spirit of co-operation.

Until everyone in our own country and outside it can and does express in his attitudes and behavior an appreciation of the desirability of doing unto others as he would have others do unto him, the guidance counselor, no matter how sincere he may be, will be faced with the challenge of destructive forces which he can hardly hope to overcome.

As we guide, are we developing self-control and an appreciation of personal responsibility for our own conduct and the welfare of others? Are we, consciously or unconsciously, encouraging self-interest and too great concern with one's own rights, ambitions, and satisfactions? These are questions that must be answered frankly by everyone who is striving to achieve, or who hopes to help others achieve, wholesome and satisfying behavior patterns.

It is likely that help will be needed by every one of us at some time in life; but no one except the individual himself can make the adjustment that is per-

sonally satisfying and socially desirable. We must realize that society is made up of individuals, every one of whom may be both a victim of existing conditions and the cause of those conditions. Individually and collectively, we must subscribe in acts as well as in words to the ideals of honesty, forthrightness, industry, and personal morality. Otherwise, guidance services even though offered by able, well-trained, and sincere counselors, can do no more than scratch the surface in attempts to help individuals achieve good personal adjustment to a complex and confused world.

APPENDIX

CERTIFICATION REQUIREMENTS

CALIFORNIA¹

Article 34. General Pupil Personnel Services Credential

380 Definition "Pupil counseling," as used in Education Code Section 12146 added by Chapter 1552, Statutes of 1953, means those functions inherent in a guidance program over and above those advisory duties and functions customarily performed by a teacher. A person holding a position in this field has as his major responsibility the rendering of specialized services: (a) in pupil guidance, (b) as consultant to teachers and other members of the school staff on problems of guidance, (c) as consultant to parents in the interpretation of the school in relation to the child, and (d) in a liaison relationship between the school, the community, and community agencies.

381 Application An applicant for the general pupil-personnel services credential shall comply with the procedure prescribed for application (sec. 201) and shall have completed a program including the following requirements:

- A. A bachelor's degree granted by an institution accepted for credentialing purposes by the State Board of Education.
- B. Two years of successful teaching experience, or 1 year of successful teaching experience and 1 year of supervised field experience in pupil personnel activities with school-age pupils, or 2 years of supervised field experience in school social work, school psychometry, or school psychology of which at least 1 year shall have been in a public school.
- C. One year of 30 semester hours of postgraduate work of upper division or graduate level, or a year of postgraduate work which an institution accepted for credentialing purposes by the State Board of Education, certifies as fulfilling institutional requirements for a postgraduate year of work. This program of graduate studies shall be a supervised internship designed to develop proficiency in pupil personnel practices and procedures. This internship program shall consist of course work and field experiences, including participation in organized pupil personnel services activities, and shall cover the following general and specialized areas:
 1. The general area shall include each of the following:
 - a. Counseling procedures and techniques, including interviewing.
 - b. Mental hygiene.

¹ R. E. Brewster, *Guidance Workers Certification Requirements*, Bulletin 1957, No. 22. U.S. Department of Health, Education, and Welfare, pp. 3-5.

- c. Case study and case conference techniques.
 - d. Psychology and education of exceptional children.
 - e. The dynamics of family, pupil-teacher, teacher-parent, and pupil-pupil relationships.
 - f. The methods and materials of family counseling including experience in working with parent groups, home visits, parent conferences, and problems of home and school.
 - g. The use of community resources including agencies and organizations which provide services to individuals and/or groups.
 - h. Laws relating to children and child welfare.
 - i. Organization, administration, and evaluation of pupil personnel service programs.
2. The specialized area shall include at least one of the following:
 - a. Pupil counseling, including:
 1. Educational, vocational, and personal guidance.
 2. Advanced training in procedures of counseling including supervised field experience.
 - b. Case study and case conference techniques.
 - c. Psychology and education of exceptional children.

382 *Authorization*

- A. The general pupil personnel services shall authorize the holder to—
 1. Perform any pupil personnel services in the fields of child welfare and supervision of attendance, psychology, psychometry, pupil counseling, and social work in any elementary or secondary school, except giving a child an individual examination for the purpose specified in Education Code Section 9805 or making a recommendation based upon any such examination; and
 2. Supervise other persons performing pupil personnel services.
- B. The general pupil personnel services credential shall authorize the holder, in addition to the services authorized in subsection (A) hereof, to give a child an individual examination for the purpose specified in Education Code Section 9805 if the holder:
 1. Has completed, in addition to all other requirements, the requirements specified in subsection (C) (2) (d) of Section 381;
 2. Is serving under the supervision of a school psychologist or a person who holds a general pupil personnel service credential and meets the requirements of subsection (C) hereof.
- C. The general pupil personnel services credential shall authorize the holder, in addition to the services authorized in subsection (A) hereof, to give a child an individual examination for the purpose specified in Education Code Section 9805 and to make a recommendation based upon such an examination and to supervise the giving of an examination for the purpose specified in Education Code Section 9805 if the holder—
 1. Has completed, in addition to all other requirements, the requirements specified in subsection (C) (2) (c) of Section 381; and
 2. Has completed an additional year of graduate work which an institution accepted for credentialing purposes by the State Board of Education certifies as fulfilling the institution's requirements for a year of graduate work in school psychology including—
 - a. Individual diagnostic procedures.
 - b. Advanced case study techniques.
 - c. Remedial instruction techniques.

Fig. 25. Course Requirements

STATE GUIDANCE REQUIREMENTS

R=required courses O=optional courses • = no specific requirements

State	Principles & Practices	Study of Individual	Occupational Information	Counseling Techniques	Organization & Administration of Guidance	Supervision of Experience in Guidance	Tests and Measurements	Other Courses
Alabama •								
Alaska	O	R	R	R	R			
Arizona	R	R	R	R	R			{ Vocational Sociology
Arkansas	R	R	R	R	R		R	
California	O	R	R	R	R	O	O	
Colorado •			R	R	R	R	R	{ Mental Hygiene Social Case Work Labor Problems
Connecticut	R	R	R	R	R			
Delaware	R	R	R	R	R			
Florida	R	R	R	R	R		R	{ Vocational Education Mental Hygiene R Labor Problems R
Georgia	R	R	R	R	R	O		O
Hawaii	R	R	R	R		O		
Idaho •			R	R	R	R	O	{ Sociology Mental Hygiene
Illinois	R	R	R	R	R	O	R	Mental Hygiene
Indiana	6 courses - all optional							
Iowa	30 hours - all optional							
Kansas		R	R	R	R	R		
Kentucky	R	R	R	R	R			
Louisiana	R	R	R	R	R		R	O
Maine	R	R	R	R	R			
Maryland	R	R	R	R		R	O	O
Massachusetts	R	R	R	R			R	{ Mental Hygiene R Vocational Education
Michigan •			R	R	R		R	Personnel Administration
Minnesota	R	R	R	R		R	R	O

Mississippi	R	R	R	R	R	R	R	{ Vocational Education R Sociology
Missouri	R	R	R	R	R	R	R	Mental Hygiene R
Montana *								
Nebraska	R	O	R	R	R		R	Group Guidance R
Nevada	R	R	R	R	R			
New Hampshire	R	R	R	R	R			Mental Hygiene R
New Jersey	R	R	R	R	R		R	
New Mexico	R	R	R	R	R	R	R	O
New York	R	R	R	R	R	O	R	O
North Carolina	R	R	R	R		R		O
North Dakota	R	R	R	R	R			Group Guidance
Ohio	R	R	R	R	R		O	{ Statistics R, Sociology R Mental Hygiene R
Oklahoma	R	R		R			R	{ Mental Hygiene R Statistics R, Curriculum R
Oregon *								
Pennsylvania	R		R	R			R	Social Case Work R
Rhode Island *								
South Carolina	R	R	R	R	O	O	R	O
South Dakota *								
Tennessee *								
Texas	R	R	R	R	R	R	R	{ Group Guidance R Statistics R
Utah	R	R	R	R	R	R	R	Social Case Work R
Vermont (Director)	R	R	R	R	R	O	O	Social Case Work R
Virginia	R	R	R	R	R		R	
Washington *								
West Virginia	R	R	R	R	O	R	R	O
Wisconsin	R	R	R	R			R	{ Mental Hygiene R Vocational Education R
Wyoming	R	R	R	R				

- d. Individual and group therapy, including supervised laboratory and field experience with school-age pupils.
- D. A general pupil personnel services credential issued pursuant to this article shall indicate on the face thereof the service authorized by the credential.

383 *Term* The general pupil-personnel services credential may be issued for a period of 2 years and may be renewed for periods of 5 years in accordance with the provisions of Section 202.

OHIO²

School Counselor

I. Scope of service: Duties performed by school employees in this area of student personnel service include:

- A. Assisting students with curricular, extracurricular personal-social adjustment, occupational adjustment, placement, and related problems.
- B. Working with teachers, in studying the students, planning and conducting group guidance activities, utilizing community resources, and participating in inservice teacher education activities.
- C. Working with the administrative staff in problems involving planning, developing and conducting orientation programs, instructional grouping; public relations, research and curriculum study.
- D. Working with lay groups and individuals in coordinating school and community resources and activities which contribute to improved pupil personnel services.

II. Provisional certificates: A provisional certificate valid for performing the duties outlined above will be issued upon the recommendation of an institution approved for the preparation of school counselors, certifying that the applicant has satisfied the following requirements:

- A. Possession of a provisional or higher grade certificate valid for teaching in Ohio.
 - B. Evidence of—
 - 1. One year of successful experience in teaching.
 - 2. One year of cumulative gainful employment in a nonteaching position.
 - 3. One additional year of experience in either (1) or (2) or a combination of the two.
 - C. A master's degree including course work in each of the following areas:
 - 1. *Guidance:* Principles and practices, administration, group procedures.
 - 2. *Human growth and development:* Educational psychology, psychology of individual differences, child psychology, adolescent psychology, psychology of exceptional children, abnormal psychology, mental hygiene.
 - 3. *Individual analysis:* Diagnostic procedures, testing, statistics.
 - 4. *Counseling:* Principles, techniques.
 - 5. *Social sciences:* Educational-occupational information, school and community resources, sociology, economics.
- Within the university program designed to cover the above areas, provision shall be made for supervised practical experience.

² *Ibid.*, p. 28.

(An applicant whose undergraduate preparation included work in the above areas, may apply not to exceed 12 semester hours of credit toward the same.)

III. Professional certificates: The professional certificate for school counselors will be issued upon evidence of 3 years of successful experience under the provisional certificate for school counselors, at least one-half of which has been in the performance of those duties described under (I) above.

IV. Permanent certificates: The permanent certificate will be issued upon evidence of 40 months of successful experience under the professional certificate for school counselors.

TEXAS³

School Counselors

- A. Possess at least a bachelor's degree from an approved institution of higher learning.
- B. Possess a permanent high school certificate, permanent elementary certificate, 6-year elementary, 4-year high school, or 6-year high school certificate.
- C. Devote at least two-thirds time to counseling and guidance activities.
- D. Satisfy the qualifications of 1 of the following sections:

Section 1. Qualifications based upon preparation. All persons employed as counselors, who cannot claim experience as outlined in Section 2 below, shall meet the following qualifications in addition to those specified in A, B, and C above:

1. They shall have completed a master's degree program specifically approved by the State commissioner of education for the preparation of counselors, or
2. They shall have earned a bachelor's degree which includes at least 18 hours of advanced course credits (junior level or above) in approved courses relating specifically to the field of counseling and guidance in elementary and secondary schools. It is desirable that those 18 hours of advanced study be distributed among the fields of principles and philosophy of guidance services; understanding the individual; collecting, evaluating, and using occupational and educational information; techniques of counseling; and a course of supervised practice in counseling.
3. Persons approved on the basis of these preparation qualifications shall be eligible for temporary certificate of approval as counselors. Upon certification of employment as counselor by employing superintendent, the temporary certificate of approval may be exchanged for a permanent certificate of approval.

Section 2. Qualifications based upon prior service:

1. Persons in continuous employment as a full-time counselor 1948-55 inclusive are eligible for a permanent certificate of approval based on prior service.

Section 3. Qualifications for school counselor (new applicants):

Transcript of college credits should be presented to a senior college in Texas that is approved for preparation of teachers in the field of counseling. At least 3 years of teaching experience is required before a professional certificate can be issued. Elements of the approved program for a school counselor include:

³ *Ibid.*, pp. 33-34.

1. The guidance program (at least 3 semester hours):

This area provides an understanding of the principles, philosophy, organization, and services of the guidance program.

2. The pupil served (at least 6 semester hours):

This area is devoted to intensive study that develops an understanding of the physical, intellectual, social, and emotional development of children and youth; and the influences of the school program on development.

3. Resource areas (at least 21 semester hours):

The college or university should assist the prospective counselor to achieve a balanced program of teacher education by giving attention to related resource areas. The amount of emphasis given to an area should depend on the previous preparation and total experience of the student.

These advanced level studies are not necessarily represented by a sequence of semester hour courses. They are planned programs to meet the needs of the individual student. They are intended to assure professional competence.

Upon completion of the professional program, the prospective counselor should have developed skills in guidance techniques that assure an ability to use the instruments of measurement and evaluation necessary for understanding, appraising, and counseling individuals and groups. He should be skilled in the use of occupational and educational information and materials appropriate for the guidance of children and youth. Also, there should have been developed, through study and supervised practice, an ability to work with groups of children, youth, and adults and in counseling with individuals.

NEW YORK

Certificates for Administrative and Supervisory Service

Policies, Rules and Regulations

CERTIFICATES VALID FOR GUIDANCE SERVICE

Definition. "Guidance service" means the duties hereinafter described which are performed by a member of the professional staff of a public school system. The staff member may carry such a title as "guidance director," "guidance coordinator," "counselor," "dean," "adviser," "teacher-adviser," "teacher-counselor."

Certificate required. A teacher or other staff member who devotes more than five classroom periods a week to duties hereinafter described shall hold a certificate valid for guidance service. A teacher or other staff member may be assigned to guidance service under the direct supervision of a duly qualified counselor in the respective school, provided the guidance duties of such assigned teacher or staff member do not exceed ten classroom periods a week.

Duties. Subject to the direction of the superintendent of schools, to confer with pupils on extracurricular, curricular and personal problems, school policies and related problems; to confer with parents, teachers, specialists and community agencies on the educational, health, social and vocational problems of pupils; to give instruction in school orientation, curriculums and courses of study, further education, occupational information and related topics; to maintain current and reliable information on higher education, special training and occupational opportunities; to assist pupils with employment problems; to prepare, maintain or supervise the maintenance of pupils' cumulative records; to advise the superintendent, principals and other staff members in regard to all matters relating to educational and vocational guidance services and to do related work as required.

Regulations of the Commissioner of Education as Amended through February 1958

§ 118. Certificates valid for guidance service

1. Provisional certificate

a. Preparation. The candidate shall have completed an approved four-year curriculum leading to the baccalaureate degree (or approved equivalent preparation) and in addition 30 semester hours in approved graduate courses. The total program of undergraduate and graduate preparation shall include 16 semester hours in courses approved as preparation for guidance.

Comment: The following schedule will be used to appraise the 16 semester-hour program:

<i>Fields</i>	<i>Semester-Hour Range</i>
1. Understanding the individual (dynamics of behavior; needs and characteristics of the individual)	2 to 4
2. Principles and practices of guidance	2 to 4
3. Techniques of counseling	2 to 4
4. Measurement and appraisal for the use of counselors (including statistics)	2 to 6
5. Survey, organization and use of educational and occupational information	2 to 4

(1) *Substitution.* Five years of approved and appropriate journeyman experience, the one-year industrial teacher-training program and 30 semester hours of approved and appropriate study completed subsequent to the one-year industrial teacher-training program may be offered in lieu of the preparation specified in the above paragraph but not in diminution of the courses approved as preparation for guidance.

b. Experience. The candidate shall have completed two years of teaching experience in an approved school and one year of experience other than teaching. The one year of experience other than teaching may be an additional year of teaching combined with an approved field work course in which there is observation, study and discussion of occupational and training opportunities and community resources.

c. Teacher's certificate. The candidate shall hold either a certificate or a statement of eligibility for a certificate valid for teaching in the public schools of New York State.

d. Time validity. The provisional certificate shall be valid for five years from date of issuance.

e. Eligibility for permanent certificate. The holder of a provisional certificate shall be eligible for the permanent certificate hereinafter described provided he has completed, prior to the termination date of said provisional certificate, 14 semester hours in courses approved as preparation for guidance in addition to the requirements in paragraph *a* of this subdivision.⁴

2. Permanent certificate

a. Preparation. The candidate shall have completed an approved four-year curriculum leading to the baccalaureate degree (or approved equivalent preparation)

⁴ See subdivision 2 of these regulations.

and in addition 30 semester hours in approved graduate courses. The total program of undergraduate and graduate preparation shall include 30 semester hours in courses approved as preparation for guidance.

Comment: The following schedule will be used to appraise the 14 semester-hour program:⁵

<i>Fields</i>	<i>Semester-Hour Range</i>
1. Either one or both of the following:	
a. Supervised fieldwork and practice in guidance in public schools, or	4 to 6
b. Courses as follows:	
Advanced course in the practice of counseling	2 to 4
Advanced course in measurement and appraisal for counselors	2 to 4
2. Organization and conduct of the guidance program	2 to 4
3. Advanced course in educational and occupational information	2 to 4

Candidates who have completed the minimum requirements in each of the fields for the permanent certificate may offer one or more courses from the list of optional courses as enumerated below to satisfy the 14 semester-hour requirement:

<i>Optional Courses</i>	<i>Semester-Hour Range</i>
Group Dynamics	2 to 4
The Family	2 to 4
Social Casework Problems	2 to 4
Labor Problems	2 to 4
Placement	2 to 4
Personality Development and Measurement	2 to 4

(1) *Substitution.* Five years of approved and appropriate journeyman experience, the one-year industrial teacher-training program and 30 semester hours in approved courses completed subsequent to the one-year industrial teacher training program may be offered in lieu of the preparation requirements in subdivision a of this section but not in diminution of the specific courses approved as preparation for guidance.

b. *Experience.* The candidate shall have completed two years of teaching experience in an approved school and one year of experience other than teaching. The one year of experience other than teaching may be an additional year of teaching combined with an approved field work course in which there is observation, study and discussion of occupational and training opportunities and community resources.

c. *Teacher's certificate.* The candidate shall hold either a certificate or a statement of eligibility for a certificate valid for teaching in the public schools of New York State.

d. *In-service study and training requirement.* The holder of a permanent certificate shall during each successive ten-year period from date of issuance complete six semester hours in approved courses or the equivalent in approved and appropriate professional activity such as membership in study groups for professional and cultural improvement, travel, authorship, teaching approved courses

⁵ See subdivision 1e above.

offered by a recognized institution of higher or professional education, occupational experience other than teaching, leadership in extraschool activities, leadership in professional associations and leadership in appropriate community activities.

Comment: Courses, studies and activities offered by a counselor toward the satisfaction of the in-service study and training requirement shall be submitted to the State Education Department for prior approval.

e. Time validity. The permanent certificate shall be valid continuously except when the holder thereof has not been regularly employed in a teaching, supervisory or administrative position in the public schools of New York State within a five-year period and has not satisfied the in-service study and training requirement prescribed in paragraph *d* of this subdivision in which case the validity of the certificate held by such person shall lapse.

Interpretive Statements Concerning the Experience Requirements

The experience requirements for certification for guidance service will be interpreted by the State Education Department according to the statements listed below:

1. A year of teaching means a year spent in teaching over 50 percent of the schoolday.
2. Teaching experience means service as a professional member of the staff and does not limit it to actual classroom service.
3. An approved school means any approved public, parochial or private school.
4. Experience other than teaching may include all past high school experience other than teaching evaluated at its day-by-day face value.
5. The fieldwork course in which there is observation, study and discussion of occupational and training opportunities and community resources should generally be preceded by the basic course in educational and occupational information. When taken at an approved counselor-training center, it may be counted to satisfy the requirements for an advanced course in educational and occupational information as well as partially fulfilling the experience requirement.

GUIDANCE ORGANIZATION AND TEACHER QUESTIONNAIRE

The Classroom Teacher and the Guidance Program⁶

Your teaching field

Please place the correct number in front of each of the following items.

3. Very much 2. Much 1. Somewhat 0. None

- I. *Am I acquainted with each of the pupils in each of my classes?*
- ☐ A. Do I know his intelligence rating (academic ability)?
 - ☐ B. Do I know his reading ability as measured by standardized reading tests?
 - ☐ C. Am I acquainted with most of the important details of his past academic work?
 - ☐ D. Am I acquainted with his parents and his home situation?
 - ☐ E. Am I acquainted with the results of other tests he has taken?
 - ☐ F. Am I acquainted with his own plans for his continued education?
 - ☐ G. Am I acquainted with his vocational plans?
 - ☐ H. Am I acquainted with the pupil's educational goals (his own educational purposes)?
 - ☐ I. Am I acquainted with his likes and dislikes?
 - ☐ J. Am I acquainted with the condition of his health?
 - ☐ K. Am I acquainted with his abilities and his weaknesses?
 - ☐ L. Am I acquainted with his problems and frustrations?
 - ☐ M. Am I acquainted with his social relationships—his friendships—his group contacts?
 - ☐ N. Do I know how he spends his leisure time?
 - ☐ O. Do I know about his study habits and study conditions?
 - ☐ P. Do I know about the unusual experiences he has had?
 - ☐ Q. Do I know what other teachers think about him?
 - ☐ R. Have I helped him become acquainted with each other pupil?

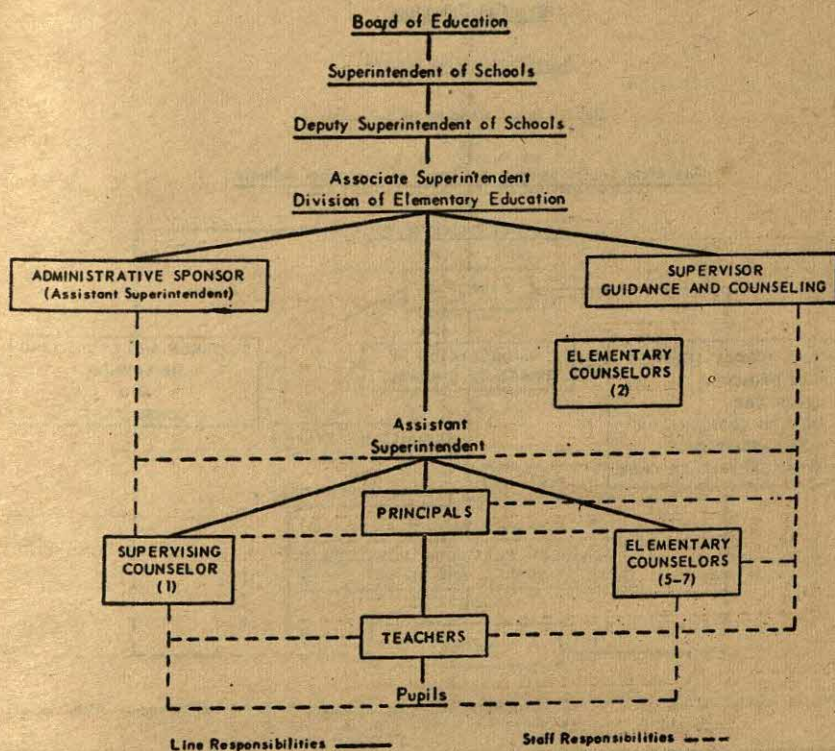
- II. *Am I constantly reorganizing my subject and my teaching in view of what I know about my pupils?*

⁶ From *Organization and Administration of Guidance Services*, by C. E. Erickson and G. E. Smith, pp. 35-36, 1947. Courtesy of McGraw-Hill Book Company. See also E. C. Roeber, G. E. Smith, and C. E. Erickson, *Organization and Administration of Guidance Services*, 1955. (Figures 26-29 are not part of the quotation.)

- () A. Am I selecting subject content in terms of the needs, interests, and abilities of my pupils?
- () B. Am I permitting pupils to participate in the selection of course content and the materials to be used?
- () C. Am I attempting to find many applications to the life problems and experiences of pupils?

Fig. 26. Los Angeles City School Districts: Division of Elementary Education

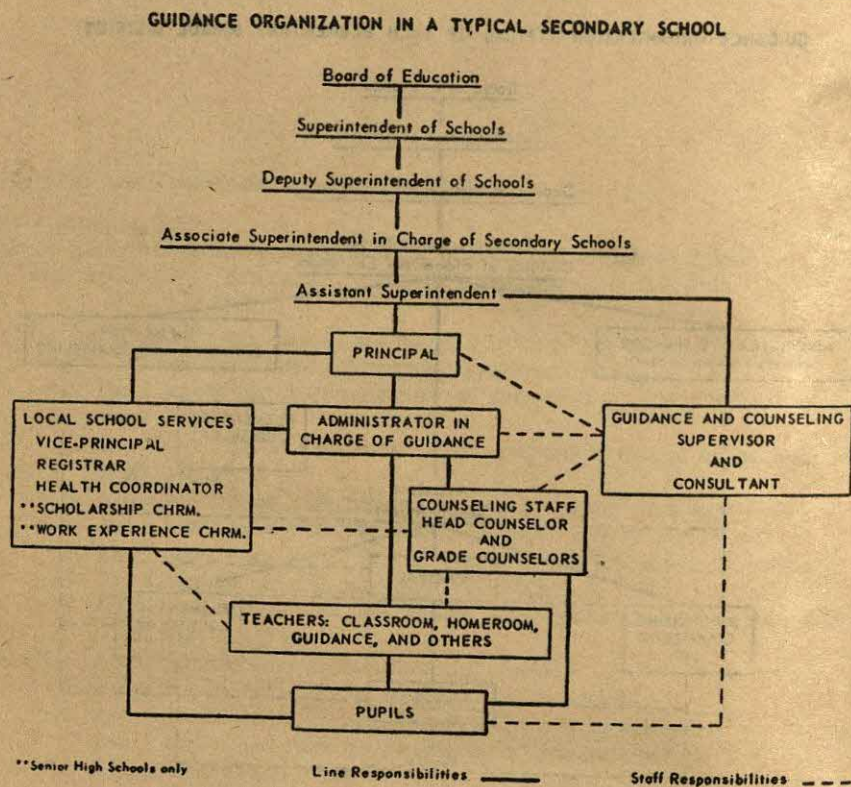
GUIDANCE ORGANIZATION TYPICAL OF EACH ELEMENTARY SCHOOL DISTRICT



- () D. Am I reorganizing my subject because of information I gather about home and community conditions?
- () E. Am I permitting a great deal of choice and flexibility so that each pupil can find his most worth-while activities?
- () F. Am I assisting pupils to develop the "how-to-study" techniques necessary in my field?
- () G. Am I using the educational resources of the community as a part of my class content?

- () H. Am I making my assignments clearly?
- () I. Do I help pupils clearly understand the purposes and values of my subject?
- () J. Do I commend pupils for work well done and for serious effort?
- () K. Am I giving my pupils as much information as possible about the world of work?

Fig. 27. Los Angeles City School Districts: Division of Secondary Education



- () L. Am I learning a job skill (other than teaching) so that I can be better informed about the working world?

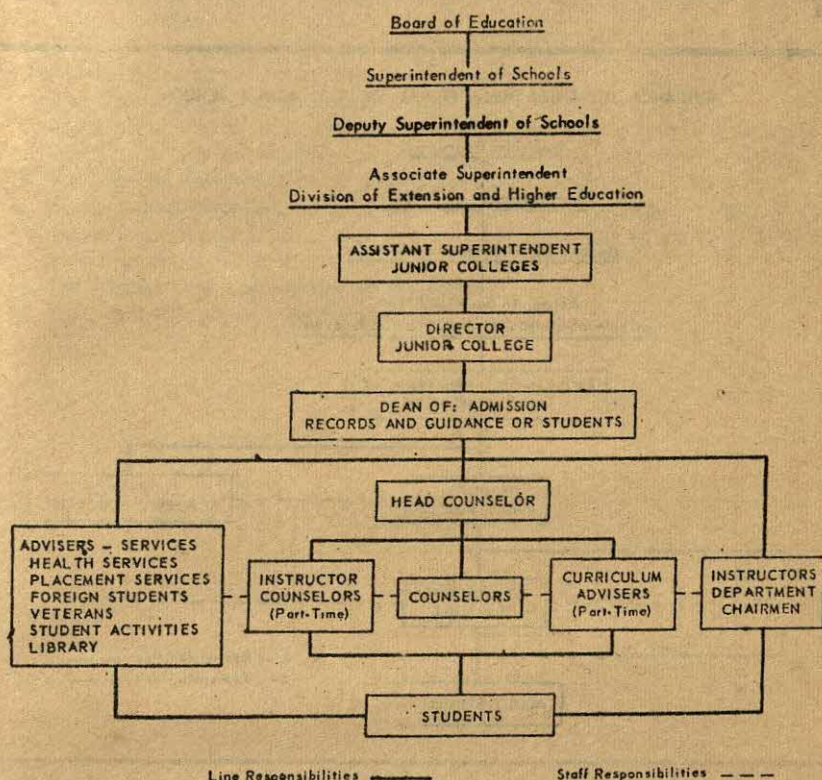
III. *Am I using my subject to provide special services to each pupil?*

- () A. Am I including as much vocational information in my subject as possible?
- () B. Am I suggesting the vocational possibilities resulting from a study of my subject field?
- () C. Am I using my subject as a means for teaching good health habits?

- () D. Am I encouraging each pupil to develop his unique interests and abilities through my subject?
- () E. Do I try to solve as many problems as possible through my subject?
- () F. Am I helping each pupil develop more productive social relationships and personal friendships?

Fig. 28. Los Angeles City School Districts: Division of Extension and Higher Education

GUIDANCE ORGANIZATION TYPICAL OF THE JUNIOR COLLEGE

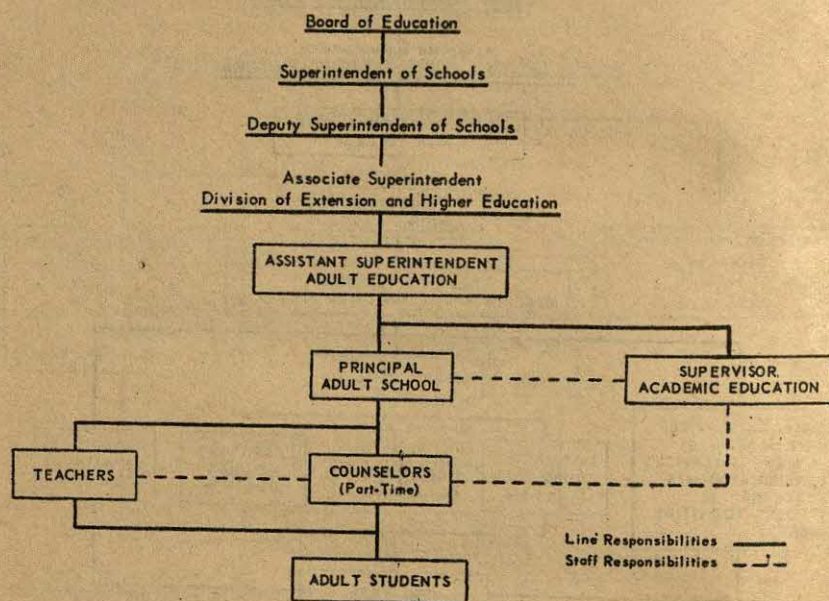


- () G. Am I using my subject to help pupils with problems that they face out of school (grooming, etiquette, poise, ability to write letters of application, etc.)?
- () H. Am I helping pupils select the courses they should take in my subject area?
- () I. Do I assist pupils to select their extracurricular activities?

- () J. Do I use my subject as an opportunity for pupils to learn to make more intelligent decisions?
- () K. Am I using the extracurricular activities to further pupil development?
- IV. *Am I attempting to prevent difficulties from developing?*
- () A. Am I trying to find pupils who are unhappy?
- () B. Am I looking for pupils whose attendance record indicates difficulties worthy of further study?

Fig. 29. Los Angeles City School Districts; Division of Extension and Higher Education

GUIDANCE ORGANIZATION TYPICAL OF THE ADULT SCHOOL



- () C. Am I attempting to find out more about pupils who are always late with their work?
- () D. Am I trying to locate pupils with evident lack of interest in the class?
- () E. Am I trying to find pupils whose physical conditions may handicap their school work?
- () F. Am I locating pupils who seldom or never succeed in their subjects?
- () G. Am I locating pupils whose home conditions militate against their success in school?
- () H. Am I locating pupils in danger of leaving school before graduation?

- () I. Am I locating those quiet pupils who need encouragement and social development?
- () J. Am I finding some activities that the less capable pupils can carry on successfully?
- () K. Am I locating those pupils whose problems arise out of personal handicaps (physical defects, poor clothing, foreign tongue, etc.)?
- () L. Am I locating the more able pupils who are not working up to their abilities?
- () M. Do I show a personal interest in any pupil who is in trouble?
- () N. Do I try to help other teachers better understand some of the pupils with whom I am well acquainted?
- () O. Am I trying to locate and help the pupils handicapped because of poor reading ability?

V. *Do I use the guidance resources that are available?*

- () A. Do I frequently use the school records?
- () B. Do I confer with other teachers about pupils I am attempting to help?
- () C. Do I try to get acquainted with all the parents of my homeroom group?
- () D. Do I try to find better explanations for pupil behavior?
- () E. Have I read materials on guidance and child understanding recently?
- () F. Have I encouraged other teachers and my principal to develop better guidance practices in our school?
- () G. Do I make any case studies of my pupils?
- () H. Do I feel free to ask the counselor for help?

Fig. 30. Pupil Evaluation, Highland Park, Michigan

HIGHLAND PARK HIGH SCHOOL Personal Qualifications					
			Grade _____	Date _____	
Last Name	First Name	Middle Name	Home Room Teacher	Counselor	
Please fill out one of these sheets for each student in your Home Room. Turn in to counselor listed above. These forms are to be filled in at end of grades 9B, 10B, 11B and 12B. This information is used for the following purposes: to assist the counselor with adjustments of the student, (2) to assist in college recommendations, (3) to assist in job placements. Place a check on the appropriate horizontal line at any position which represents your evaluation of this student.					
1 INITIATIVE	Seeks and sets for himself additional tasks	Does all required willingly and promptly	Usually busy. May need occasional prodding	Accomplishes bare minimum with pressure	Lazy
2 INTEGRITY	Beyond reproach on moral soundness and honesty	Of good character. Avoids dishonesty	Basically honest. Good morals	Slight deviation in moral attitude and honesty	Doubtful character. Dishonest in thought & action
3 DEPENDABILITY	Unusually dependable. Assumes responsibility as a natural trait	Assumes responsibility for own commitments	Keeps all commitments with supervision	Tends to be unpredictable. Must be checked often	Undependable. Cannot be counted upon
4 LEADERSHIP	Displays marked ability to lead. Makes things go	Sometimes leads in important affairs	Sometimes leads in minor affairs	Satisfied to have others take lead	Unable to lead his fellows
5 STUDENT ACTIVITIES (List)	1. _____ 2. _____ 3. _____ 4. _____				
6 SOCIAL ATTITUDE	Gets along unusually well with others	Usually considerate of others	Gets along fairly well with others	Inconsiderate of others	Unable to get along with others
7 EMOTIONAL MATURITY	Unusually well balanced	Well adjusted. Even tempered	Reasonably calm. Not too disturbed by emergencies	Easily angered	Easily depressed
8 APPEARANCE	Impressive, commands admiration	Creates distinctly favorable impression	Suitable, acceptable	Creates rather an unfavorable impression	Unprepossessing
9 PERSONALITY	Exceptionally pleasing personality. Decided asset	Pleasing personality, makes favorable impression	Likeable. Nothing outstanding	Weak personality. Makes unfavorable impression	Unsatisfactory
10 POISE AND MANNER	Shows exceptional poise, calmness and good humor under stress	Superior self command. Wholesomely self-confident	Well poised most of time. Moderately self-confident	Over self-conscious	Over sensitive, easily disconcerted. Timid, hesitant, easily influenced
COMMENTS: _____ _____ _____					
Please use reverse side of sheet for additional comments					

Fig. 31. Counseling Activities, Sioux Falls, South Dakota

SIOUX FALLS PUBLIC SCHOOLS Department of Guidance Services				Counselor's Weekly Report For Week Ending _____	
1. STUDENT INTERVIEWS		No. In- terviews	Number Pupils	Average Time	
A. Emotional		_____	_____	_____	
B. Vocational		_____	_____	_____	
C. Educational		_____	_____	_____	
D. General		_____	_____	_____	
E. Others (list)		_____	_____	_____	
F. Total		_____	_____	_____	
2. PARENT INTERVIEWS		No. In- terviews	Number Pupils	Average Time	
A. Emotional		_____	_____	_____	
B. Vocational		_____	_____	_____	
C. Educational		_____	_____	_____	
D. General		_____	_____	_____	
E. Others (list)		_____	_____	_____	
F. Total		_____	_____	_____	
3. ENTRANCE AND EXIT INTERVIEWS			Number		
A. Entrance					
(1) Transfer from S.F. Public			_____		
(2) Transfer from non-S.F.P.			_____		
B. Exit					
(1) Transfer to other S.F.P.			_____		
(2) Transfer to non-S.F.P.			_____		
(3) Health reasons			_____		
(4) Married			_____		
(5) Work			_____		
(6) Others (list)			_____		
4. REFERRALS BY			Number		
A. Teachers			_____		
B. Principal			_____		
C. Parent			_____		
D. Counselors			_____		
E. Other pupils			_____		
F. Others (list)			_____		
G. Total			_____		
5. REFERRALS MADE TO			Number		
A. School Social Worker			_____		
B. Mental Health Center			_____		
C. Div. of Child Welfare			_____		
D. Lutheran Welfare			_____		
E. Soc. Worker for Catholic Diocese			_____		
F. Others (list)			_____		
G. Total			_____		
6. SPEECHES MADE			Length	Number	
A. PTA's			_____	_____	
B. Service Clubs			_____	_____	
C. Others			_____	_____	
7. HOMEROOM VISITS			Length	Number	
Total			_____	_____	
8. GUIDANCE COMMITTEE MEETINGS (In Counselor's Building)				Length	
A.				_____	
B.				_____	
9. GUIDANCE IN-SERVICE MEETINGS ATTENDED				Length	
A.				_____	
B.				_____	
10. GUIDANCE IN-SERVICE MEETINGS CONDUCTED				Length	
A.				_____	
B.				_____	
11. CASE CONFERENCES				Length	
A.				_____	
B.				_____	
12. OTHER ACTIVITIES				Length	
A.				_____	
B.				_____	
13. SUMMARY STATEMENT					

School _____ Counselor _____ (Signature)

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LIST OF FILMS FOR GUIDANCE

The films included in the list are 16-millimeter. The addresses of producers and publishers are appended to the list.

- Angry Boy* (IFB, 32 min). A ten-year-old boy strikes out blindly at life to relieve the turmoil of his emotions that result from hostility toward his parents.
- A Job for Bob* (B & FC, 30 min). Tells the story of an ambitious young man who was helped by guidance to find and to adjust to a job.
- Aptitudes and Occupations* (C, 16 min). Shows the extent to which possession of ability in a given field can be determined.
- Children's Emotions* (M-H, 22 min). The major emotions of childhood are described, and methods of dealing with them are explained.
- Children Growing Up with Others* (UWF-C, 30 min). Shows the development of self-reliance in children in their group relations.
- Children Learning by Experience* (UWF-C, 40 min). Presents a detailed consideration of guidance in learning interests and activities of children.
- Children on Trial* (BIS, 62 min). Tells the story of two boys and a girl, repeat offenders, who are sent to approved schools for the rehabilitation of juvenile delinquents.
- Choosing Your Marriage Partner* (C, 13 min). A counselor helps a boy decide which of two girls he should marry.
- Choosing Your Occupation* (C, 16 min). Presents desirable vocational guidance techniques.
- College: Your Challenge* (C, 11 min). Presents the benefits of college.
- Counseling—Its Tools and Techniques* (M, 22 min). Presents the techniques used by the efficient guidance counselor.
- Counselor's Day* (M-H, 11 min). Presents the activities of a counselor.
- Courtship to Courthouse* (M-H, 12 min). Concerns the problem of divorce.
- Curriculum Based on Child Development* (M-H, 40 min). Presents a program of activities that will help a teacher meet the problems of pre-adolescents.
- Developing Character* (C, 11 min). Indicates the significance of good character and how it can be achieved.
- Dating: Do's and Don't's* (C, 13 min). Raises important questions regarding dating and offers suggestions as guides for discussion.
- Developing Friendships* (C, 11 min). Helps young people understand the meaning of friendship.
- Developing Self-reliance* (C, 11 min). Shows how self-reliance is essential to all successful endeavor.
- Diagnosis and Planning Adjustments in Counseling* (M-H, 18 min). Shows the need of understanding the problem or difficulty before recommending or utilizing therapy.
- Discipline During Adolescence* (M-H, 16 min). Shows the use of discipline in a typical setting.
- Discovering Individual Differences* (M-H, 25 min). Shows how a teacher becomes acquainted with the needs and characteristics of the children in his class.

- Each Child Is Different* (M-H, 17 min). Explains the importance of the elementary-school teacher's knowledge of the complex and different backgrounds of children.
- Emotional Maturity* (M-H, 20 min). Shows some consequences when an adolescent fails to channel his emotions into positive actions and feelings.
- Experimental Studies in Social Climates of Groups* (ISU, 30 min). Presents a comparison of the effects on boys' behavior of various forms of group organization.
- Family Circles* (NFBC, 31 min). Shows the extension of the boundaries of the family circle into other agencies of the community.
- Feeling of Hostility* (M-H, 27 min). Shows a detailed analysis of a young woman's inner maladjustment and subsequent readjustment through occupational activities.
- Feeling of Rejection* (M-H, 23 min). Tells the story of a 23-year-old neurotic who is helped by psychiatric treatment.
- Feelings of Depression* (M-H, 30 min). Shows a series of experiences in the life of one man from infancy to adulthood.
- Finding Your Life Work* (M, 22 min). Presents the necessary thinking and planning of a boy in relation to his vocational choices.
- From Sociable Six to Noisy Nine* (M-H, 22 min). Illustrates the behavior that may normally be expected in children from six to nine.
- Frustrating Fours and Fascinating Fives* (M-H, 22 min). Shows a modern nursery school in operation and includes problems of discipline.
- Guidance Problems for School and Home* (TC, 18 min). Suggests reasons for a child's poor home and school adjustment.
- Guiding the Growth of Children* (M-H, 18 min). Shows that guiding the growth of the learner as an individual is the most important part of teacher's job.
- He Acts His Age* (M-H, 14 min). Examines the play habits of children from one to fifteen years of age and presents some characteristics of each age group.
- High Wall* (M-H, 32 min). Portrays intergroup conflict between two groups of teen-age boys, and traces the reasons for the conflict to parental attitudes.
- High School: Your Challenge* (C, 14 min). Emphasizes the importance of a good high-school education and the value of extracurricular activities.
- How to Investigate Vocations* (C, 11 min). Motivate students to investigate vocations and determine the kind of work for which they are best suited.
- How to Keep a Job* (C, 11 min). Shows the personality bases conducive to occupational success.
- Human Growth* (BT, 19 min). Traces human growth and development of the organism from mating through pregnancy and birth.
- Importance of Goals* (M-H, 19 min). Shows the importance of goals and ways in which students' interests may be utilized.

- Individual Differences* (M-H, 23 min). Shows how a slow learner adjusts to the school situation through teacher guidance.
- Job Evaluation and Merit Rating* (M-H, 13 min). Describes the work of a job analyst.
- Learning to Understand Children* (M-H, Part 1, 21 min; Part 2, 23 min).
Part 1: *A Diagnostic Approach*. Presents techniques used by a teacher;
Part 2: *A Remedial Program*. Describes remedial techniques employed by the teacher.
- Life with Baby* (M-H, 18 min). Presents Gesell's study of children photographed through a one-way screen.
- Life with Junior* (M-H, 18 min). Depicts the happenings of an average day in the life of a school-age child.
- Make Your Own Decisions* (C, 11 min). Illustrates alternatives that exist in every situation.
- Maintaining Classroom Discipline* (M-H, 14 min). Treats various methods of dealing with classroom situations.
- Marriage Is a Partnership* (C, 16 min). Attempts to establish a positive approach to the realities of marriage.
- Marriage series* (M-H): *Choosing for Happiness* (14 min), *It Takes All Kinds* (20 min), *This Charming Couple* (19 min), *Who's Boss* (16 min), *Marriage Today* (22 min), *Who's Right* (18 min), *Jealousy* (16 min), *In Time of Trouble* (14 min)
- Meeting Emotional Needs of Children* (NYU, 33 min). Concerns the development in the child of sensitivity to and responsibility for adult living.
- Meeting the Needs of Adolescents* (M-H, 19 min). Presents the needs of a 14-year-old boy and his 17-year-old sister.
- Molly Grows Up* (NYU, 15 min). Describes the significant facts about menstruation.
- Over-dependency* (M-H, 32 min). Shows how the life problems of a young married man stem from too much dependence on his mother and sister during childhood.
- Personal Qualities for Job Success* (C, 11 min). Emphasizes the value of initiative, appearance, work habits, and co-operation.
- Preface to a Life* (UWFC, 29 min). Portrays the influence parents have on a child's developing personality, from birth to adulthood.
- Problem of Pupil Adjustment—The Drop-out* (M-H, 20 min).
- Problem of Pupil Adjustment—The Stay-in* (M-H, 19 min). A case and a school study that show how a school can hold its students.
- Promoting Pupil Adjustment* (M-H, 20 min). Shows that social and emotional growth of pupils are as important as intellectual progress.
- Recreational and Occupational Therapy* (UWFC, 13 min). Describes the work done by hospitals and community agencies in occupational therapy, and projects in social recreation.

- Sibling Rivalries and Parents* (M-H, 11 min). Describes reasons for sibling rivalry.
- Shyness* (M-H, 23 min). Shows causes for shyness in children and indicates ways in which parents and teachers can deal with the problem.
- Shy Guy* (C, 12 min). Demonstrates the value of friendliness as a means of improving a shy adolescent's social adjustment.
- Social Development* (M-H, 16 min). Presents an analysis of social behavior at different age levels and the reasons underlying the changes in behavior patterns as the child develops.
- Social-Sex' Attitudes in Adolescence* (M-H, 22 min). Illustrates the various experiences through which adolescents pass, such as crushes, steady dating, and final mate selection.
- Terrible Twos and the Trusting Threes* (M-H, 20 min). Presents a close examination of the growing years between two and four.
- Testing the IQ* (IFB, 18 min). Shows the administration of the revised Stanford-Binet test and the calculation of the IQ.
- Toward Emotional Maturity* (M-H, 11 min). Concerns ways in which an 18-year-old makes decisions in troublesome situations.
- The Teacher as Observer and Guide* (TC, 20 min). Indicates ways in which the teacher can help pupils solve their problems, improve their learning, and develop desirable character traits.
- Understanding Children's Play* (NYU, 10 min). Designed to understand and help children through observation of their use of toys and play material.
- Using Analytical Tools* (M-H, 14 min). Shows how analytical instruments can be used to evaluate adolescent behavior.
- Who's Delinquent?* (M-H, 16 min). Tells how a newspaper digs into the causes of local juvenile delinquency, and the program that comes out of it.

SUPPLIERS OF FILMS AND RECORDINGS

- B & FC Broadcasting and Film Commission, National Council of Churches.
220 Fifth Ave., New York 1, New York
- BIS British Information Services, 30 Rockefeller Plaza, N.Y. 20, N.Y.
- BT E. C. Brown Trust, 220 S. W. Alder St., Portland 4, Oregon
- NFBC National Film Board of Canada, 630 Fifth Ave., N.Y.C., N.Y.
- C Coronet Instructional Films, 65 E. South Water St., Chicago 1, Ill.
- IFB International Film Bureau, Suite 308-316, 57 E. Jackson Blvd.,
Chicago 4, Illinois
- ISU State University of Iowa, Bureau of Visual Instruction, Iowa City,
Iowa
- M Carl F. Mahnke Productions, 215 E. 3 St., Des Moines 9, Iowa
- M-H McGraw-Hill Book Co., Text Film Department, 330 W. 42 St., N.Y.
36, N.Y.
- NYU New York University, Film Library, 26 Washington Place, N.Y.C.,
N.Y.
- TC Teachers College, Bureau of Publications, Columbia University,
525 W. 120 St., N.Y. 27, N.Y.
- UWFC United World Films, 1445 Park Ave., N.Y. 29, N.Y.

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